

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140086

Grants.gov Tracking#: GRANT11635675

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-740060F"/>	* c. Organizational DUNS: <input type="text" value="1957713570000"/>
--	---

d. Address:

* Street1:	<input type="text" value="372 West Duval Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lake City"/>
County/Parish:	<input type="text" value="Columbia"/>
* State:	<input type="text" value="FL: Florida"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="32055-3990"/>

e. Organizational Unit:

Department Name: <input type="text" value="Columbia County School Distric"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Judy"/>
Middle Name: <input type="text" value="L."/>	
* Last Name: <input type="text" value="Tatem"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="386-755-8192"/>	Fax Number: <input type="text" value="386-755-8191"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Authority k-12

*** 10. Name of Federal Agency:**

U.S.. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Columbia County.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Project CARES (Counseling and Resources for Elementary Schools.)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Columbia County
Lake City, Florida
Fort White, Florida

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Judy Tatem</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Columbia County School District</p>	<p>DATE SUBMITTED</p> <p>04/24/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Columbia County School District

* Street 1: 375 West Duval Street Street 2:

* City: Lake City State: FL: Florida Zip: 32055

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education Office of	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known:	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix: Mr. * First Name: Terry Middle Name:

* Last Name: Huddleston Suffix:

* Street 1: 372 West Duval Street Street 2:

* City: Lake City State: FL: Florida Zip: 32055

b. Individual Performing Services (including address if different from No. 10a)

Prefix: Mrs. * First Name: Judy Middle Name: L.

* Last Name: Tatem Suffix:

* Street 1: 372 West Duval Street Street 2:

* City: Lake City State: FL: Florida Zip: 32055

11. Information requested through this form is authorized by title 31, U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Judy Tatem

* Name: Prefix: Mr. * First Name: Terry Middle Name:
* Last Name: Huddleston Suffix:

Title: Superintendent Telephone No.: 386-755-8003 Date: 04/24/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Signed Assurances Certificates.pdf

Add Attachment

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

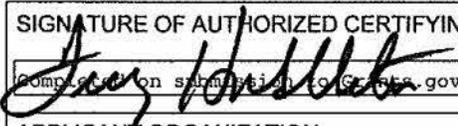
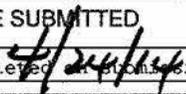
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
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17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Completed on submission to Grants.gov	TITLE Superintendent
APPLICANT ORGANIZATION Columbia County School District	DATE SUBMITTED  Completed on submission to Grants.gov

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

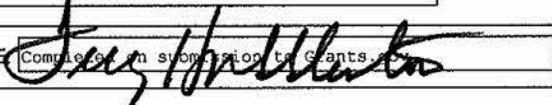
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Columbia County School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Terry Middle Name:
* Last Name: Ruddleston	Suffix:
* Title: Superintendent	
* SIGNATURE 	* DATE: 6/24/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

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* APPLICANT'S ORGANIZATION

Columbia County School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Terry Middle Name:

* Last Name: Huddleston Suffix:

* Title: Superintendent

* SIGNATURE: Judy Tatem

* DATE: 04/24/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Columbia County School Board - 523 West St. Johns Street - Lake City, FL 32055

Project CARES (Counseling and Resources for Elementary Schools)

Program Abstract

Columbia County is a rapidly growing, rural county in North Central Florida that is facing problems of poverty, youth exposure to violence, crime, and insufficient mental health services. **Project CARES (Counseling and Resources for Elementary Schools)** is a prevention and early intervention elementary school counseling project serving 4,949 students at the 9 elementary schools within the county. The absolute priority is to **Establish or Expand Counseling Programs in Elementary Schools**. This Project CARES proposal will also accomplish Competitive Preference Priority 1 a & b, **Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement**. Towards this end, the proposed Project CARES includes a comprehensive plan that is comprised of graduated levels of services categorized as comprehensive school enrichment programs, enhanced developmental counseling services, and selective/intensive counseling services. Project CARES represents a highly collaborative partnership between school district counselors and personnel, local community agencies, and the University of Florida Clinical and Health Psychology Department in the development, implementation, and evaluation of program components. Through the combined use of empirically-supported and innovative intervention strategies, and a coordinated, student-centered approach to services, Project CARES will provide services to meet the following objectives: a) promote competence socially, emotionally, cognitively, behaviorally and morally; b) increase well-being by developing pro-social skills; c) foster resiliency and self-efficacy; d) improve school safety and health.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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I. NEED FOR PROJECT

Stretching from the Georgia border south, almost to Gainesville, Columbia County is a rural community that covers an area of 797 square miles. In 2010, the county's population density was 84.7 persons per square mile---less than one-fourth of Florida's population density of 350.6 persons per square mile (US Census, 2010). Columbia County is economically depressed, educationally disadvantaged and struggles with levels of poverty, illiteracy, crime and a lack of basic health care that far exceed the state and national averages. Lack of education contributes too many, if not all, of these conditions.

The county's population growth during the years 2000-2010 was 19.5%, compared to the overall growth in the state of 17.6% (Office of Economic and Demographic Research, 2012). The estimated population in April 2012 was 67,729. By 2020, the estimated population of Columbia County will be 74,444, an increase of 9.9% (Office of Economic and Demographic Research, 2012). The median age of residents is relatively young at 39.0 years (Citydata.com). Columbia County Public Schools (PK-12) has a student enrollment of 10,056 with 4,949 at the elementary level (PK-5).

Columbia County's median household income from 2008-2012 was \$37,534 as compared to the state median of \$47,309 (U.S. Census Bureau Estimates for Florida Counties, 2013). A family of four with a household income of \$23,850 is living at 100% of the poverty level (Florida Department of Health, 2014). According to the 2013 estimates for Florida counties, 19.7% of Columbia County residents live in poverty, which is 4.1 percentage points higher than the state average of 15.6%. Researchers estimate that 34% of children under the age of 18 in Columbia County live in poverty, a number that has risen consistently since 2010 when it was 21% (Small Area Income and Poverty Estimates, 2012). Poverty rates are also reflected in the

fact that 72.2% of the district's students qualify for free or reduced lunches (Columbia County Schools 10/2013), an increase of 18% from the 2003-2004 school year (Florida Department of Education, 2014). These rates over the past ten years have been consistently higher than the state average rates, with the 2012-2013 state average being 58.64%. Under Title 1 guidelines if at least 40% of the population qualifies for free and reduced lunch at any school that school may be considered Title 1. Under these guidelines, every school in the Columbia County school district would be considered Title 1.

In Columbia County, 15% of the adult population lacks basic literacy skills with an upward credible interval to as much as 25.5%. (National Center for Educational Statistics, 2012). In terms of educational attainment, almost 20% of adults in the region do not have a high school diploma and the current graduation rate is 65.7%, ranking it 53 out of 67 Florida counties (Florida Department of Education, 2014). The adult literacy problem is reflected in the performance of Columbia County students. All Florida students are evaluated by the Florida Comprehensive Achievement Test (FCAT) to meet the requirements of the national No Child Left Behind Act. On the 2012 FCAT, 25% of fourth graders in the district scored levels 1 and 2 in reading, which are the lowest of five levels and indicate significant deficits.

Columbia County also has a lack of basic health care. One study estimates that 26% of adults are uninsured while 11% of children are uninsured. 20% of Columbia County citizens claim that they cannot afford to see a doctor (County Health Rankings and Roadmaps). Columbia County residents seem to exhibit a lack of basic health concern, as well. Columbia County ranks 55 of 67 counties in terms of overall health. The study indicates that Columbia County ranks higher than the state averages in high-risk behaviors such as smoking (24% compared to 18% in Florida), obesity (35% compared to 26%), inactivity (30% compared to

24%), sexually transmitted diseases (16% higher than the state average), and alcohol related deaths (31% compared to 29%), (County Health Rankings and Roadmaps).

The social environments within which Columbia County youth reside are significantly marked by distress and poor care. In 2012, Columbia County ranked third in the state for the highest rate of child abuse cases in children ages 5-11. Columbia County's rate was 2819 reported abuse cases compared to the state average of 1216.

The violence exposure rates in Columbia County are remarkably high. Of Florida's 67 counties, Columbia ranks 40 in population size but 15 in reported incidents of domestic violence with 513 reported in 2012 (Florida Department of Law Enforcement, 2012). With its high statewide ranking for domestic violence, it is evident that children in this community are being reared in a culture of violence. These individual, community, and socioeconomic factors place many Columbia County youth at risk for the development of emotional difficulties, which may in turn contribute to violence, high-risk behaviors, and poor school performance.

Truancy rates in Columbia County are high as compared to other counties in Florida. In the 2011-2012, Columbia County ranked 15 out of 67 in the percentage of students who had missed more than 21 days of school. This percentage includes incidents in Columbia County's elementary schools as well, with 482 elementary students being truant 21 days or more during the 2012-13 school year.

Due to the above factors Columbia County's youth are at risk of becoming involved in criminal, delinquent or gang activities. As evidenced by Florida Department of Juvenile Justice statistics for 2012-2013, Columbia County ranks above the state average for felony delinquency arrests. In 2012, Columbia County showed an increase of 15% in felony arrests while the state

average showed a decrease of 10%. The status of violence in Florida is extremely problematic. Florida ranks 4th in reported violent crime rate in the nation (U.S. Census, 2010).

Historically, Florida has battled a poor education system and Columbia County is no exception. Poorly educated parents typically do not place an emphasis on education for their children. Administrators report that the lack of parental involvement is evident in all elementary schools.

Counselors have limited time to provide necessary direct services that address the overwhelming myriad of student needs. According to the American Counseling Association, the student-to-counselor ratio should be 250:1. The Columbia County School System student-to-counselor (n=9) ratio for elementary students is 550:1. The student-to-psychologist (n=2) ratio is 2474:1. There are no social workers. Columbia County elementary counselors spend an average of less than one hour per day delivering direct services to students. The Guidance Counselors time is consumed by indirect services including standardized test coordination, participation in Exceptional Student Education meetings, screenings, parent/teacher meetings, and other assignments deemed necessary by school administrators.

There are very few counseling/prevention/character education programs in elementary schools across the district. Those that exist are provided inconsistently, with none being systemically evaluated. There is a definite need for research-based programs that teach pro-social skills, foster resiliency, promote school safety, and increase competence in life skills. The failure to engage parents in the education of their children is a continuing concern of teachers and staff.

A critical shortage of mental health services also currently exists in Columbia County. There is no full-time private child psychologist in the county and one child psychiatrist whose practice only serves children with private insurance. The community mental health center

provides primarily services to children and families that meet the center's financial requirements making access limited. Stigma, geographical distance, and unreliable transportation also limit mental health utilization in this rural community.

II. PROJECT DESIGN

The overall goal of Project CARES is to establish and expand counseling programs in Columbia County Schools. This proposal will set up a framework of graduated services to support the following objectives: **a) promote competence socially, emotionally, cognitively, behaviorally and morally; b) increase well-being by developing pro-social skills; c) foster resiliency and self efficacy; d) improve school safety and health**. All elementary schools will have access to CARES programs and services. A few programs will be piloted at targeted schools to determine effectiveness before district wide implementation. As a rural community, it is necessary to be innovative in order for school counseling services to be wide-ranging and comprehensive in meeting student/family needs, especially regarding mental health issues.

Project CARES will build on established relationships with other community agencies that have shown a commitment to serving students and families. Components of Project CARES include programs and curricula designed specifically to target the most pressing needs of students. These strategies were selected by virtue of: a) the degree to which they fit the needs of the student body; b) the empirical support for these programs; and c) our ability to continue these programs past the period of federal funding. Some programs will target the entire school or particular grade levels, while more intensive services will target children deemed to be at risk. Project CARES will implement a variety of programs that can be categorized as:

A. Comprehensive School Enrichment

B. Enhanced Developmental Counseling Services

C. Selective/Intensive Counseling Services

A. Comprehensive School Enrichment

This section will address application requirements A, G and I (pp. 14-15) of the RFP and Competitive Preference Priority 1a.

1. Strength Based Approaches Increasing Awareness of Mental Health Disorders and Fostering Resiliency

Project CARES will provide training to teachers and school staff in order to increase awareness of common mental health conditions and to recognize suicidal signs and symptoms. Research suggests that early mental health intervention can lessen long term negative outcomes such as disability (www.NAMI.org). Through various workshops, teachers will learn about different mental health disorders including ADHD/behavioral disorders, depression, stress and anxiety. School staff will also be given the knowledge to identify common suicidal risk factors and be provided suicide prevention methods. This approach will aim to insure that teachers and school staff can recognize students who may need intervention before symptoms become more severe. This approach will also help school staff identify children who should be referred for appropriate mental health services.

Due to a large population of students living in high-risk environments in our district, it is also imperative to empower children with the skills necessary to overcome challenges and limitations. The major implication from resiliency research for practice is that if we hope to foster the development of social competence, individuals must have a sense of their own identity and efficacy (www.resilnet.uiuc.edu). Meeting basic human needs for caring, connectedness, respect, challenge, power, and meaning must be the primary focus of any prevention, education, and youth development effort (Henderson & Milstein, 2003). Therefore, teachers will be trained

in how to promote resiliency in their students. Trainings will be chosen and/or developed based upon relevant research in resiliency. The goal of this strength based approach is to encourage youth to recognize their personal gifts as a foundation to build upon, thus decreasing from risk by enhancing resiliency.

2. Parent, Teacher and Staff Training

Project CARES will collaborate with the District Title One Parent Involvement Coordinator to provide trainings for parents of students who are struggling with emotional/behavioral challenges. Topics to be explored will include ADD/ADHD, behavior disorders, anxiety and depression. Project CARES personnel will attend training sessions and workshops that will enhance their interpersonal knowledge and skills.

3. Community Resource Book

A Community Resource Book will be compiled, published and made available to all parents, community agencies and schools. This compilation will contain a listing and description of school resources, community agencies, services, and programs available to students and families in Columbia County. This resource book will be used as a tool to simplify the pathway to school and community services, a search that can sometimes overwhelm families.

B. Enhanced Developmental Counseling Services

This section will address application requirements A, B, C, E, F, G, H, and I (pp. 14-15) of the RFP and Competitive Preference Priority 1a & b.

1. Screening and early intervention for child behavior problems

It is well-documented in the research literature that early behavioral problems can persist over time and have long-term impacts on child functioning (e.g., Brody et al., 2003; Lavigne et

al., 2001; Moffitt et al., 1996). In Columbia County, the most frequent presenting problem for elementary children referred to the University of Florida Family Support Service (UF-FSS; an outreach clinic of the Department of Clinical and Health Psychology that serves Columbia County students) is behavioral problems at school and/or home. Approximately 37% of elementary students referred to UF-FSS have oppositional or aggressive behavior as their primary presenting problem. Since behavioral problems can result in impairments in school performance, identifying and treating these problems early could improve a child's functioning at school. Early treatment for these difficulties is even more important for students at high risk, such as Pre-Kindergarten (Pre-K) students who have been identified as having emotional and behavioral disabilities and are being served in an Exceptional Student Education (ESE) setting. Reviews of treatment research have concluded that treatments focusing on parent management practices can result in reductions in behavioral problems for school-age children (Brestan & Eyberg, 1998). Thus, this project will pilot a behavioral evaluation and treatment program for Pre-Kindergarten children who are served under ESE services, with the goal of early intervention for behavioral problems which can become barriers to learning and development in the Kindergarten classroom setting.

Columbia County currently has 16 Pre-K ESE classrooms that serve children with a variety of developmental concerns. In the first year of the grant we will pilot this program for several of these classrooms, in order to determine the feasibility and acceptability of this program with parents. If the project proves to be feasible and acceptable, it will be expanded to all Pre-K ESE classrooms by the end of Year 3. At the beginning of the school year, project staff will meet with Pre-K ESE teachers of classrooms designated for participation to identify students in their classroom who are exhibiting behavioral difficulties that may be in need of intervention.

For identified students, contact will be made with their parents to determine if they are interested in further evaluation and intervention for their child's behavioral difficulties. Interested parents and their children will participate in a clinical interview with a clinician from the UF-FSS, and will also fill out empirically-validated, norm-referenced questionnaires (Behavior Assessment System for Children, Second Edition, Reynolds & Kamphaus, 2004; Eyberg Child Behavior Inventory, Eyberg & Pincus, 1999) to identify whether the child meets criteria for any behavioral or emotional disorders and determine areas in need of intervention. Parents will then be offered the option to participate in an evidenced-based parent behavioral management intervention (services will be covered under the project and will not be billed to families). Treatment options will include either Parent Management Training or Parent-Child Interaction Therapy (PCIT), both of which are evidenced-based treatments for early childhood behavioral problems (Eyberg, Nelson, & Boggs, 2008; PCIT is a specific parent behavioral management treatment cited in SAMHSA's National Registry of Evidenced-based Programs and Practices). These interventions will be conducted by a trained clinician from the UF-FSS under the supervision of Brenda Wiens, Ph.D, Licensed Psychologist from the University of Florida.

For parents participating in evaluation and intervention, treatment gains will be measured using the Eyberg Child Behavior Inventory and parents will also be asked for feedback regarding the acceptability of the program. Additionally, parent attendance at sessions will be tracked to further evaluate the feasibility of this program. Outcomes from the initial participating students and their parents will be used to help determine whether to expand this program to all Pre-K ESE classrooms over the course of the grant.

2. MBF Child Safety Matters

Violence, bullying and cyber-bullying are problems in our district. Annual surveys of risky behaviors have revealed high levels of peer aggression. The most recent data from 4th and 5th graders indicates that 46.9% reported that another student teased them in the last week and 33% reported that another student had pushed, shoved, or hit them in the last week (Wiens, 2011). In order to provide comprehensive prevention at the elementary level (K-5) and attain the goal of decreasing these problems at higher grades, The Monique Burr Foundation's bullying, cyber-bullying, digital/internet child abuse prevention program, *Child Safety Matters*, will be delivered by CARES counselors/social workers through classroom guidance. *Child Safety Matters* is a research-based, developmentally appropriate primary prevention education program that empowers students, schools, adults and communities with information and strategies to prevent bullying, cyber-bullying, and technology/digital dangers (gaming, virtual reality, and social media). This effective program is endorsed by the Florida Department of Education and Department of Children and Families. It is aligned with Florida Education Standards, Florida School Counseling Framework and meets requirements for Florida Statute 39 which requires schools to provide cyber-bullying prevention education. Evaluation tools at each grade level will measure students' attitudes, skills and/or behaviors before and after participation.

3. Pro-social Media Project

This is an innovative experience to improve pro-social problem solving skills. Multimedia projects will be created and produced by elementary students to demonstrate knowledge of these skills. Steps outlined in a researched based problem solving curriculum, such as *Promoting Alternative Thinking Strategies (PATHs)*, will be the foundation of these activities. Curriculum instruction and the projects will be completed under the supervision of the CARES counselors. Staff members of the TV Production Department of Florida Gateway

College in Lake City have agreed to assist in developing the videos, and to air them on local access cable. These multimedia productions will also be used as an instructional tool for other students, for example, broadcasting via schools' closed-circuit television network. The video project will be piloted at two (2) elementary schools in Year 1 with exportation (if successful) to remaining district schools in Year 2 and beyond.

4. WhyTry?

WhyTry (www.whytry.org) is an evidence-based and proven effective approach to helping students overcome challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on sound, empirical principles, including solution focused brief therapy, social and emotional intelligence, and multi-sensory learning. This program teaches social and emotional principles to students in a way they can understand and remember, using a series of ten visual analogies. Each visual teaches a discrete principle, such as resisting peer-pressure, obeying laws and rules, and that decisions have consequences. The visual components are then reinforced by music and physical activities. The major learning styles – visual, auditory, and body-kinesthetic – are all addressed.

This curriculum will be used in individual and/or small group settings by CARES counselors/social workers (who will be trained in the curriculum) with the goals of reducing truancy, advancing academics, and improving the climate of schools.

C. Selective / Intensive Counseling Services

This section will address application requirements A, B, C, D, E, F, H, I, K (pp.14-15) of the RFP and Competitive Preference Priority 1a.

1. Individual and Small Group Counseling

Individual and small group counseling will be provided by four counselors/social workers hired through Project CARES. This will enable the school district to add an additional half counselor at each elementary school and subsequently will close the gap between existing student/mental health professional ratios and those ratios recommended by the American Counselors Association. The addition of these counselors will: a) increase the capacity to provide counseling when warranted; b) focus these human resources on the large population of needy students; and c) assist parents and students in securing appropriate community/mental health services if needed. Minority applicants will be strongly recruited for these positions. All requested positions will be filled by highly qualified personnel as required by the grant.

2. Response to Intervention Teams

The problem solving Response to Intervention Teams (RTI) improve communication and collaboration between faculty and staff. An RTI team integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems (rti4success.org). This professional, systematic process is designed to provide early identification, intervention, referral and support services for students exhibiting risk behaviors which are interfering with their education.

The Project CARES counselors/social workers will participate in a bi-weekly (every other week) school level RTI meetings. Counseling services provide integral interventions for this at risk population. This meeting consists of various school personnel with leadership, communication skills and expertise which relates to the wide range of issues faced by students and families. These teams include, but are not restricted to, school administrators, teachers, school counselors, and school nurses. Rigorous research clearly shows that implementing with fidelity the four essential RTI components, Data-based decision making, Screening, Progress

monitoring, and Multi-level prevention system, is an effective strategy to improve schools and increase student learning. (Fuchs & Vaughn, 2012) The district's Director of Student Services and Exceptional Student Education will actively participate in the RTI process to help accomplish the goals of this project.

3. Case Management Services

Building on well established community collaborations, a district wide case manager will coordinate wrap-around services for students struggling with a variety of barriers to learning which include social, emotional and behavioral problems. All Response to Intervention (RTI) Teams will have access to case management services.

The Case Manager, collaborating with CARES counselors/social workers, will process referrals from the RTI Teams, schools, parents, and community agencies. The case manager will meet with referred parents, gather information, and write a social history. Working with the parent, the Case Manager will develop a plan of action identifying interventions the family is willing to pursue, which may include a referral for appropriate mental health services, community and agency resources, extracurricular activities and assistance in overcoming barriers to well being. The Case Manager will work as a liaison between the family, school and community and will maintain an on-going relationship with families and schools to insure success of the student. The Case Manager will be responsible for the maintenance of confidential files. The Case Manager will work closely with existing providers of mental health services in the community including; Meridian Behavioral Health Care, Corner Drug Store (CDS), Resolution Health Alliance, Dr. Garret Evans and the University of Florida Family Support Service (an outreach clinic of the Department of Clinical and Health Psychology).

4. Prevention Management Team

At the top of the organizational structure for integrated, wrap-around services will be the Prevention Management Team (PMT). The PMT is a district level referral team which serves to directly connect the major service providers in the community. Utilizing a coordinated multi-agency approach, the PMT will meet monthly to review challenging cases with significant, complex needs. The Case Manager will present cases to the PMT for discussion and recommendations. The PMT is comprised of Project CARES personnel, University of Florida Psychology Clinic, Meridian Behavioral Health, Department of Children and Families, Partnership for Strong Families, Department of Juvenile Justice, Corner Drug Store (CDS), Columbia Safe and Healthy Coalition, Career Source Florida Crown, and select school personnel. The PMT will be a cooperative link between schools and the community in providing essential services to identified students in high risk environments.

5. Intensive Individual/Family Therapy

For Project CARES, we will utilize and expand partnerships with area agencies and clinicians who can provide more intensive mental health services for students identified in need of these services by the CARES case manager. Our primary partners for these services will be described below. Releases will be obtained from all families so that periodic feedback on the student's progress in these services will be shared with the CARES case manager.

University of Florida Family Support Service (UF-FSS): A licensed psychologist from the UF-FSS (an outreach clinic of the Department of Clinical & Health Psychology) will supervise a team of pre- and postdoctoral clinicians (all with graduate level training in clinical or school psychology) who will be assigned to work with students referred by the CARES case manager. For this project, UF-FSS will increase their services provided to district elementary schools. The UF-FSS has served children and families referred by the Columbia County School District since

the late 1990's and utilizes a variety of evidence-based counseling interventions at the elementary school level, based on a child's presenting problem. Common treatment approaches include family-based treatments focused on improving parent-management skills and parent-child relationships (e.g., Parent Management Training, Parent-Child Interaction Therapy, Eyberg, Nelson, & Boggs, 2008); individual cognitive-behavioral interventions for internalizing problems (e.g., Coping Cat; Kendall, 2000); skills training interventions to teach anger management, social, and coping skills; and consultation with school personnel regarding classroom behavioral problems and ADHD. Reductions in both behavioral and emotional problems have been reported by parents, teachers, and counselors utilizing this approach (Dean et al., 2005; Evans et al., 2003; Evans & Rey, 2001; Wiens et al., 2004).

Garret Evans, Psy.D., Licensed Psychologist – Dr. Garret Evans is a licensed psychologist in private practice in Gainesville, FL who contracts with Exceptional Student Education (ESE) to provide services for select ESE students who are in need of treatment due to severe emotional and behavioral disabilities. Dr. Evans also sees a small number of private pay/insurance cases referred by the school system through his private practice.

Meridian Behavioral Healthcare – Meridian is the community mental health center that serves Columbia County, primarily serving children with Medicaid. The Columbia County School District and Meridian have a collaborative relationship, and have worked together to improve access for district students to Meridian services. Meridian provides individual and small group counseling, case management, psychiatric services, brief inpatient stabilization services, and substance abuse counseling for children and adolescents.

Corner Drug Store (CDS) and Interface Youth Program – CDS is a community agency which provides short-term child and family counseling at no-cost to students. CDS also offers the

Interface Youth Program, which allows for up to a 4-week out of home placement for students with more acute and intense behavioral difficulties such as running away or school truancy.

Resolutions Health Alliance (RHA) – RHA is a community agency which provides parenting classes and individual and family counseling. They also provide in-home counseling for cases served through Partnership with Strong Families / Florida Department of Children and Families.

III. QUALITY OF MANAGEMENT PLAN

Judy Tatem, the Safe and Drug-Free Schools Coordinator for the Columbia County School District, will serve as the Project Director of this initiative. Ms. Tatem has several years experience supervising a federally funded mentoring grant. The Columbia County School District will provide 100% of her salary and she will spend a minimum of 25% of her time on this initiative. Ms. Tatem’s responsibilities for this program will be to supervise all Project CARES staff/personnel and contractors, handle all program finances such as deciding where and when to make purchases of materials, supplies, and equipment. The payroll, paying bills, billing others, and handling cash flow is the responsibility of the Columbia County School Board’s Finance Department. Ms. Tatem will prepare and submit the required annual report and oversee the day to day operations of the program.

Ms. Tatem will facilitate communication between CARES staff, school personnel, parents, and community agencies to ensure milestones are being accomplished regarding project tasks. (See Timeline uploaded in Other Attachments) Great care will be taken to ensure that CARES counseling programming is implemented in accordance with Columbia County School Board Policies. The Mission of the Columbia County School District is “to create a safe, orderly learning environment conducive to the preparation of highly motivated students; to work to ensure that all students achieve to the maximum potential of their abilities; and to prepare

students to be successful in their career/technical training or higher education and in the workplace”. All programming stated in this proposal will be aligned with project CARES objectives; a) promote competence socially, emotionally, cognitively, behaviorally and morally; b) increase wellbeing by developing pro-social skills; c) foster resiliency and self-efficacy; and d)improve school safety and health.

The new personnel required for Project CARES will include a case manager and four full- time school counselors/social workers. The case manager will work as a liaison between the family, school, and community and will maintain an on-going relationship with families and schools to ensure success of the student. The case manager will work closely with and process referrals to existing providers of mental health services in the community. A minimum of five years experience along with a bachelor’s degree in social science will be required for the case management position. The counselors/social workers will be hired in compliance with the qualifications as set forth on page 16 of the RFP. Preference will be given to applicants with relevant training and three or more years of experience working with children. The counselors/social workers will provide opportunities through individual and group counseling for each student to learn skills, acquire knowledge, and develop character within a rich, diverse, and nurturing learning environment. Student meetings and group sessions will be scheduled by working closely with administration, guidance counselors, and teachers.

Ms. Tatem will hold weekly meetings with the CARES counselors in order to track progress regarding attainment of project goals. The weekly meetings will continually work on diagnosing ways to improve effectiveness, provide feedback, identify opportunities for continuous improvement, and reassess the needs of the students to assure the students are given

the skills necessary to be respectful, resilient, responsible citizens prepared to succeed in our global community.

Ms. Tatem receives continuous community feedback through established connections while participating in; Partnership for Strong Families weekly staffing for Columbia County at risk children, Safe and Drug Free Schools Tobacco Coalition monthly meetings, Department of Juvenile Justice quarterly meetings, Department of Transportation, Traffic Safety Team monthly meetings, and as Chairman of the District School Safety Team.

Ms. Tatem will work closely with the evaluator to ensure that project activities are implemented with fidelity and that changes are made as needed to enhance the effectiveness of project activities. University of Florida, Dr. Brenda Wiens, and Ms. Tatem will prepare a parent feedback form to be administered each year and at every elementary school. The form will be designed to obtain parent feedback on their satisfaction with project services and parent suggestions for improvements.

Columbia County, being a small rural community, faces the challenge of attracting qualified minority and other traditionally underrepresented professionals. Therefore we must utilize innovative and tenacious recruitment methods. We will post information through various media sources such as: the local newspaper, Columbia County School Employment Web-site, Florida Department of Education Employment Opportunities Web-site, Career Force Florida Crown Workforce Employment Web-site, etc. We will also reach out to state and private university career centers in our search for qualified personnel (University of Florida, Florida State University, Florida Gateway College, etc.). We will actively encourage applications through attendance at available minority recruitment fairs. Because of a large population of Hispanic farm workers in the district, special attention will be given to attract school

counselors/social workers who are fluent in English and Spanish. We will encourage applications from the African American and Hispanic communities and other minorities who have traditionally been underrepresented.

IV. PROJECT EVALUATION

Evaluation of progress toward project objectives will be conducted by Brenda Wiens, Ph.D., faculty in the University of Florida Department of Clinical and Health Psychology. Dr. Wiens has extensive experience engaging in evaluation activities for five prior school district grants; she served as primary evaluator for three of these prior projects. She also has extensive experience collaborating with the school district on the provision of counseling services for students. Dr. Wiens will work closely with Project CARES school district personnel on all phases of this project to insure completion of all evaluation activities, as well as provide feedback to project staff about outcomes of project activities. All evaluation plans will be submitted for review and approval by the appropriate Institutional Review Boards at the University of Florida to ensure compliance with all standards relating to the use of human subjects in research.

Evaluation data will be gathered over the course of the project to guide the program and make any necessary mid-course corrections, as well as periodically assess our progress in reaching project goals and objectives. Data to be gathered includes: 1) DOE performance measures consistent with those established to assess the effectiveness of the Elementary and Secondary School Counseling Program, 2) evaluation of specific programs described in the project design, and 3) district-wide measures of the total impact of the programs on identified indicators in order to assess progress towards our project objectives. In addition, process

variables, such as the types of programs offered throughout this project and the number of students/families reached with various programs, will also be collected.

Data will be analyzed by the evaluator as they are collected for various project activities, in order to provide timely feedback to the project director and staff and allow for changes to be implemented over the course of the project, if needed. Findings will also be disseminated through reports and presentations to administrators in the school district and the Columbia County Safe and Drug Free Schools/Tobacco Coalition (a group consisting of representatives from a variety of Columbia County agencies, businesses, and the community) on a yearly basis. In addition, findings will be disseminated through conference presentations at the national level so that others can utilize our findings to inform program development in their local communities. Data necessary for yearly grant performance reports will be analyzed by the evaluator and provided to the project director prior to the annual performance report due date.

1) Department of Education performance measures. Data will be collected to address the identified performance measures for the Elementary and Secondary School Counseling Program. For **GPRA measure 1**, project staff will maintain records of the mental health personnel providing counseling services to elementary students as part of this project in order to calculate the ratio of students to mental health professionals. For **GPRA measure 2**, data will be gathered on student disciplinary referrals at the end of the school year on a yearly basis from school district records in order to calculate the number of referrals for each participating school. Baseline data for these performance measures are provided in the charts uploaded in Other Attachments.

2) Evaluation of specific programs described in the project design. Evaluation activities will be conducted for several of the specific programs described in the project design. The evaluation plans for the selected programs are described below.

A. Comprehensive School Enrichment

Strength Based Approaches Increasing Awareness of Mental Health Disorders and Fostering Resiliency. Teacher and school staff trainings will be evaluated by obtaining: 1) pre- and post-knowledge quizzes and 2) feedback regarding the content and perceived usefulness of the training programs. Brief pre- and post-knowledge quizzes will be designed to fit particular presentation topics to assess teacher learning from the presentation. Feedback on content will also be obtained via brief questionnaires administered post-training to participants, in order to help determine whether changes need to be made to improve future trainings. Data will be analyzed on an ongoing basis to improve trainings as needed. Also, the types of trainings offered and attendance at these trainings will be tracked each year of the grant.

B. Enhanced Developmental Counseling Services

Intervention for Pre-K ESE students with behavioral problems. For the intervention for Pre-K ESE students with behavior problems pilot project, pre- and post-treatment scores from the *Eyberg Child Behavior Inventory* (ECBI; Eyberg & Pincus, 1999) will be examined. The ECBI will be administered at least twice, once at the initial evaluation and again at the last treatment session to measure change over the course of intervention. Family attendance will also be monitored over the course of intervention. Finally, a brief feedback questionnaire will be designed to measure acceptability of, and satisfaction with, the intervention program. Pilot data will be analyzed after the initial families complete treatment to help inform whether to expand this program over the course of the project.

MBF Child Safety Matters. Evaluation tools developed for this program will be administered to participating students both pre- and post-participation to measure changes in student attitudes, skills, and behaviors. Scores will be analyzed and reported by school and grade-level, as well as district-wide, on a yearly basis.

WhyTry?. *WhyTry* will be evaluated by comparing pre- and post-intervention measures designed to assess whether students learned key concepts taught in the program. Data will be analyzed and reported on a yearly basis.

C. Selective/Intensive Counseling Services

All data below will be compiled and reported on a yearly basis.

Individual and small group counseling provided by CARES counselors. CARES counselors will log the number of individual and small group sessions they provide to students, as well as track other activities they are involved in at their assigned schools.

Case management services. The number of student referrals processed by the case manager for each participating school will be tracked over the course of the project.

Intensive individual/family therapy. Referrals for intensive individual/family therapy will be tracked to determine the number of students served through agencies providing these programs in coordination with the school district.

3) District-wide measures of the total impact of the programs on identified indicators in order to assess progress towards our program objectives. District-wide data from several sources will be collected over the course of the grant to provide information about the larger impact of the CARES program at the elementary school and district-wide level. Data to be collected are designed to measure indicators that align with our program objectives to a) promote competence socially, emotionally, cognitively, behaviorally and morally; b) increase

well-being by developing pro-social skills; c) foster resiliency and self-efficacy; and d) improve school safety and health, as well as examine parent satisfaction with grant programs.

Measures of students' competence. On a yearly basis we will track indicators that relate to student competence in a variety of domains, including: 1) student performance on standardized tests, 2) student retention rates, 3) student school attendance, 4) student behavioral referrals, 5) student attitudes towards school and learning, and 6) student pro-social behavior. For each year of the project, scores from state-mandated assessments (i.e., Florida Comprehensive Achievement Test) will be tracked in order to measure changes in student academic competence by school and district-wide. Likewise, yearly data on student retention rates will be gathered by school and district-wide to assess changes in the number of students being retained due to poor academic or standardized test performance. We will also examine yearly data on school attendance and behavioral referrals from district records for all elementary grades. Additionally, 4th and 5th grade students across the district will be surveyed each spring on their attitudes towards school and learning, and their engagement in prosocial behaviors, using the Elementary School Attitudes and Behavior Inventory (ESABI). The ESABI is a measure previously used by Dr. Wiens to provide data to the Columbia County School District, and consists of several scales from the literature to measure school attitudes, peer aggression, and pro-social behavior, as well as additional items to measure behaviors of interest to the school district. The ESABI will be reviewed and modified as needed at the beginning of the project to include items to assess indicators for our objectives. This measure will be administered every spring during the course of the grant to assess district-wide impacts of the project, with data analyzed and reported each summer. Dr. Wiens has considerable experience working with the school district over the past decade to develop and implement inventories to measure a variety of student behaviors across

elementary and secondary grades (e.g., school attitudes and experiences, prosocial behavior, violence/bullying/peer aggression, substance use).

Measures of students' pro-social skills and resiliency. On a yearly basis we will track: 1) student self-report of experiencing and engaging in peer aggression and 2) student self-report of pro-social skills and positive coping skills that are associated with resiliency. District-wide data on student reports of peer aggression, as well as pro-social skills and positive coping skills, will be gathered on the ESABI inventory (described above), which will be administered to all 4th and 5th grade students in the district each spring.

Measures of school safety and health. On a yearly basis we will track indicators of school safety and health including: 1) school disciplinary referrals, 2) student self-reports of experiencing and engaging in peer aggression, 3) pre- and post-data from *MBF Child Safety Matters*, and 4) teacher and administrator ratings of school climate and safety. Data on school disciplinary referrals will be gathered at the end of each school year from school district records. Data on student reports of peer aggression will be collected on the ESABI inventory (described above), which will be administered to all 4th and 5th grade students in the district each spring. Pre-post data will be gathered on *MBF Child Safety Matters* as described earlier in the evaluation section [see 2) Evaluation of specific programs]. Finally, the evaluator will work with Judy Tatem, project director, at the beginning of the project to either choose an existing measure of school climate/safety (based on literature review) or develop one to measure teacher and administrator views of school climate/safety at their respective elementary schools each spring.

Parent feedback on project activities. We will collect data to gather parent feedback on grant activities, in order to examine whether program activities are meeting children and parents' needs and elicit parent suggestions for needed services. The evaluator will work closely with

Judy Tatem, project director, at the beginning of the project to design feedback measures specific to project activities. This data will be initially collected and analyzed in the Fall of Year 2, to allow ample time for parents to have had experience with project activities.

Other Attachment File(s)

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- Second Grade Teacher
- Substitute Teacher

1989 – 1992, 1994-1997 Miami-Dade County School System (305) 995-1000
1450 NE 2 Ave Miami, FL 33132

Teacher

- Taught at various elementary grade levels

LICENSES

Florida Teacher's Certification, Elementary Ed. Expires 2016

REFERENCES



Brenda A. Wiens, Ph.D.

CONTACT INFORMATION

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Department of Clinical & Health Psychology
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Gainesville, FL 32610
352-273-5120 (phone)
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wiens@phhp.ufl.edu

EDUCATION AND LICENSURE

Licensed Psychologist, State of Florida (# PY 7067)

Doctor of Philosophy, Psychology (clinical child track; APA approved) Southern Illinois University at Carbondale, Dept. of Psychology, Carbondale, IL	2003
Pre-doctoral Internship, Clinical and Health Psychology (APA approved) University of Florida, Dept. of Clinical & Health Psychology, Gainesville, FL	2000
Master of Arts, Psychology (clinical child track; APA approved) Southern Illinois University at Carbondale, Dept. of Psychology, Carbondale, IL	1997
Bachelor of Arts, Psychology The University of Chicago, Chicago, IL	1995

HONORS AND AWARDS

Doctoral Fellowship, SIU-Carbondale	1998-1999
Morris Doctoral Fellow, SIU-Carbondale	1995-1998
Phi Beta Kappa	1995
Student Marshal (academic honor), University of Chicago	1995

CURRENT POSITION

Clinical Assistant Professor (2/15/11-present); Research Assistant Professor (12/03-2/14/11), Department of Clinical and Health Psychology
University of Florida, Gainesville, FL 12/03-present

Current duties include providing services for Project CATCH in conjunction with the Columbia County, FL school district, which focuses on prevention and clinical service delivery in a school-linked model of care. Primary clinical responsibilities include supervising graduate practicum students rotating on their third year rural/primary care practicum in Columbia County, and psychology interns and second-year graduate practicum students conducting assessments and therapy in the UF Psychology Clinic. Duties also include directing the National Rural Behavioral Health Center (NRBHC) and supervising and managing graduate and undergraduate students working on research and clinical projects in the NRBHC. Member of the graduate faculty.

PAST POSITIONS

Research and Education Specialist, Department of Clinical and Health Psychology
University of Florida, Gainesville, FL 10/02-12/03

Primary duties included working in the National Rural Behavioral Health Center to expand a curriculum designed to prepare communities for mental health considerations in times of disaster and terrorism (*Triumph Over Tragedy, Second Edition: A Community Response Plan for Managing Trauma in Times of Disaster and Terrorism*), as well as preparing educational presentations using this curriculum.

Summer Staff Member, Camp Boggy Creek
Eustis, FL 5/02-8/02

Summer staff member at a camp that serves children with chronic illnesses.

Pre-Doctoral Clinical and Research Associate, Department of Clinical and Health Psychology
University of Florida, Gainesville, FL 10/00-5/02

(1) Provided mental health services for the Family Support Service (10/00-1/02), a rural outreach program serving children referred for therapy by school guidance counselors in Columbia County, FL. (2) Provided mental health services one day a week for children and adults at Eastside Community Practice (10/01-5/02), a University of Florida primary care clinic that serves a low-income area in Gainesville.

GRANT SUPPORT

Current funded projects:

Co-Principal Investigator, *Social Isolation Among Latinos: An Intervention Development*. University of Florida Opportunity Fund, Jeanne-Marie Stacciarini (PI), Linda Cottler (Co-PI), & Barbara Lutz (Co-PI).

Completed funded projects:

Principal Investigator, *Evaluation of Project CARES*. Department of Education/Safe Schools Healthy Students (lead agency, Columbia County School District), 8/08-7/12.

Principal Investigator, *Evaluation of Project CATCh Mentoring Program*. Department of Education/Safe Schools Healthy Students (lead agency, Columbia County School District), 4/08-8/10.

Investigator, *Community-Based Participatory Research: Depressed Latino Women*. College of Nursing/University of Florida Intramural Grant, 2009-2010, Jeanne-Marie Stacciarini (PI).

Principal Investigator, *Evaluation of Project CLEA²R: Columbia Linking Efforts for Alcohol Awareness and Responsibility*. Department of Education (lead agency, Columbia County School District), 8/05-7/09.

Co-Principal Investigator, *Evaluation of Project CARES: Counseling and Resources for Elementary Students*. Department of Education/Safe Schools Healthy Students (lead agency, Columbia County School District), 5/03-4/07, Heidi Liss (PI).

Co-Principal Investigator, *Evaluation of Project CATCh: Columbia County Acting Together for Children's Health*. Department of Education/Safe Schools Healthy Students (lead agency, Columbia County School District), 10/02-9/06, Heidi Liss (PI).

Co-Investigator, *Bioterrorism Preparedness in Rural and Urban Communities*. Agency for Healthcare Research and Quality, 9/03-9/05, Aram Dobalian (PI) & Jennie Tsao (Co-PI).

Principal Investigator, *Development of a Distance Learning Curriculum for Extension Professionals: A Community Response to Managing Trauma in Times of Disaster and Terrorism*. United States Department of Agriculture, 9/03-3/05, Garret Evans (Co-PI).

Co-Investigator, *Impact of Bioterrorism on Rural Mental Health Needs*. Health Resources and Services Administration, 9/03-9/04, Jennie Tsao (PI) & Aram Dobalian (Co-PI).

BOOK CHAPTERS

Radunovich, H. L., & **Wiens, B.** (2012). Providing mental health services for children, adolescents, and families in rural areas. In K. B. Smalley, J. C. Warren & J. P. Rainer (Eds.), *Rural Mental Health* (pp. 281-295). New York, NY: Springer Publishing Company.

PUBLICATIONS IN PEER-REVIEWED JOURNALS

Milligan, E. W., Radunovich, H. L., & **Wiens, B. A.** (2012). School violence exposure and adolescent substance use: A rural investigation. *Graduate Student Journal of Psychology*, *14*, 30-36.

Dempsey, A. G., Haden, S. C., Goldman, J., Sivinski, J., & **Wiens, B. A.** (2011). Relational and overt victimization in middle and high schools: Associations with suicidality. *Journal of School Violence*, *10*, 374-392. doi:10.1080/15388220.2011.602612

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Stacciarini, J. R., Shattell, M. M., Madden, M. C., & **Wiens, B. A.** (2011). Review: Community-based participatory research approach to address mental health in minority populations. *Community Mental Health Journal*, *47*, 489-497. doi:10.1007/s10597-010-9319-z

Wiens, B. A., Haden, S. C., Dean, K., & Sivinski, J. (2010). The impact of peer victimization and aggression on substance use in rural adolescents. *Journal of School Violence*, *9*, 271-288.

Stern, M. K., & **Wiens, B. A.** (2009). Ethnic differences in adolescent perceptions of harm and attitudes towards substance use. *Journal of Ethnicity in Substance Abuse*, *8*, 54-69.

Wack, E., Radunovich, H. L., & **Wiens, B. A.** (2009). Project CATCh: Evaluation of a model of care coordination and service delivery for children. *Journal of Rural Community Psychology*, *E12*(1). Available from <http://www.marshall.edu/JRCP/VE12%20N1/Radunovich%20JRCP.pdf>

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- Evans, G. D., Radunovich, H. L., Cornette, M. M., **Wiens, B. A.**, & Roy, A. (2008). Implementation and utilization characteristics of a rural, school-linked mental health program. *Journal of Child and Family Studies, 17*, 84-97.
- Keeley, M. L., & **Wiens, B. A.** (2008). Family influences on treatment refusal in school-linked mental health services. *Journal of Child and Family Studies, 17*, 109-126.
- Wiens, B. A.**, Evans, G. D., Radunovich, H. L., Torres, N. I., Rozensky, R. H., Perri, M. G., & Janicke, D. (2007). A collaboration between Extension and Psychology to improve health for rural Americans: The National Rural Behavioral Health Center. *Journal of Rural Community Psychology, E10*(1). Available from <http://www.marshall.edu/jrcp/V10%20N1/Wiens/Wiens.pdf>
- Evans, G. D., Reader, S., Liss, H. J., **Wiens, B. A.**, & Roy, A. (2006). Implementation of an aggressive random drug testing policy in a rural high school: Student attitudes regarding program fairness and effectiveness. *Journal of School Health, 76*(9), 452-458.
- Tsao, J. C. I., Dobalian, A., **Wiens, B. A.**, Gylys, J. A., Clawson, A., & Brooks, R. (2006). PTSD and substance abuse: Unrecognized sequelae of bioterrorism in rural primary care providers. *Southern Medical Journal, 99*(8), 817-822.
- Tsao, J. C. I., Dobalian, A., **Wiens, B. A.**, Gylys, J. A., & Evans, G. D. (2006). Posttraumatic stress disorder in rural primary care: Improving care for mental health following bioterrorism. *The Journal of Rural Health, 22*, 78-82.
- Tsao, J. C. I., Dobalian, A., **Wiens, B. A.**, Gylys, J. A., De Leon, J. M., & Menendez, S. M. (2005). Educational intervention to improve rural primary care providers' knowledge of PTSD after bioterrorism. *Depression and Anxiety, 22*, 242-243.
- Wiens, B. A.**, Evans, G. D., Tsao, J. C. I., & Liss, H. J. (2004, April). Triumph Over Tragedy, Second Edition: A curriculum for Extension professionals responding to disasters and terrorism. *Journal of Extension, 42*(2). Available from <http://www.joe.org/joe/2004april/tt8.shtml>
- Wiens, B. A.**, & Gilbert, B. O. (2000). An examination of a childhood cancer stereotype. *Journal of Pediatric Psychology, 25*, 151-159.
- Wiens, B. A.**, & Kellogg, J. S. (2000). Implementation of a therapy group at a camp in Southern Illinois for children with burn injuries. *Journal of Burn Care and Rehabilitation, 21*, 281-287.

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- Wiens, B. A.**, & Rozensky, R. H. (2006). Assisting rural employees following critical events. *Journal of Employee Assistance, 36*(2), 21-23.
- Wiens, B. A.**, & Evans, G. D. (2006). *Triumph over tragedy, 2nd edition: A community response to*

managing trauma in times of disaster and terrorism, CD/DVD training curriculum. Gainesville, FL: IFAS Communication Services.

Evans, G. D., & **Wiens, B. A.** (Eds.). (2004). *Triumph over tragedy, 2nd edition: A community response to managing trauma in times of disaster and terrorism.* Gainesville, FL: National Rural Behavioral Health Center.

MANUSCRIPTS SUBMITTED/IN PREPARATION

Toledano, S., Werch, B. L., & **Wiens, B. A.** Examining relations among self-concept domains and peer aggression. Manuscript submitted, in revision.

Rosado, J., **Wiens, B. A.**, Davis, E., & Stern, M. *Adolescent self-injury in a rural community sample.* Manuscript in preparation.

Wiens, B. A., Radunovich, H. L., & Dean, K. *Utilizing a school-linked model of care to improve mental health service delivery in rural areas.* Manuscript in preparation.

Wiens, B. A., Radunovich, H. L., & Stern, M. K. *Student perceptions of a random drug testing program across time.* Manuscript in preparation.

CONFERENCE PRESENTATIONS

Stacciarini, J. R., Alvarez, M., Page, V., **Wiens, B.**, Coady, M., Schwait, A., Locke, B., LaFlam, M., Perez, A., Pogue, T. W., & Bernardi, K. (2010, March). *CBPR methods: Which instrument is telling the truth?* Paper presented at the Society for Applied Anthropology 2010 Annual Meeting, Merida, Mexico.

Wiens, B.A., & Breland, J. (2007, April). *Extension's involvement in disasters, a state perspective.* Invited session at the 2007 Public Issues Leadership Development Conference, Arlington, VA.

Clary, J. M., Freeman, N., Sadler, L., & **Wiens, B. A.** (2006, November). *Developing support groups for Hurricane Katrina victims in the Mississippi Gulf Coast: A discussion of the Mississippi Extension project, "Communities Caring for Families.* Paper presented at the 2006 Annual Meeting of the Extension Disaster Education Network, Nashville, TN.

Rosmann, M., **Wiens, B. A.**, & Kuhjada, M. (2006, October). *Mental health issues in rural agricultural communities.* Invited panel presentation at the North American Agromedicine Consortium 19th Annual Meeting, Tuscaloosa, AL.

Keeley, M. L., & **Wiens, B. A.** (2006, August). *Treatment outcomes and predictors of attrition in a rural school-linked mental health program.* Paper presented at the National Association for Rural Mental Health conference, San Antonio, TX.

Liss, H. J., **Wiens, B. A.**, Dean, K., Murphy, C., Hamel-Lambert, J., Johannes, L., & Salcedo, O. (2006, February). *Developing successful research and clinical collaborations with school districts: A roundtable discussion of pitfalls, strategies, and suggestions.* Topical discussion at the 19th

Annual Research Conference: A System of Care for Children's Mental Health--Expanding the Research Base, Tampa, FL.

- Wiens, B. A.**, & Beaulieu, B. (2006, February). *Triumph over tragedy: A community response to managing trauma in times of disaster and terrorism*. Workshop presented at the National Association of Community Development Extension Professionals Conference, San Antonio, TX.
- Christian, H., Liss, H., **Wiens, B.**, & Budzynski, A. (2005, April). *Program planning and evaluation of violence prevention programs*. Paper presentation at the 37th Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- Dean, K. L., Murphy, C. E., Wack, E., Liss, H. J., & **Wiens, B. A.** (2005, March). *Project CATCh: Examining a community- and school-based model for prevention and mental health services in a rural community*. Paper presented at the 18th Annual Research and Training Center for Children's Mental Health Conference, Tampa, FL.
- Evans, G. D., Liss, H. J., & **Wiens, B. A.** (2004, November). *Implementation and outcome in a school-linked model of mental health and prevention services*. Roundtable presentation at the Association for the Advancement of Behavior Therapy Conference, New Orleans, LA.
- Wiens, B. A.**, Wack, E., Kovach, H., Evans, G. D., & Liss, H. J. (2004, October). *An innovative model for coordinating mental health, community, and school services for children: The prevention management team*. Paper presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Wiens, B. A.**, & Evans, G. D. (2004, October). *Demonstration of a distance learning curriculum for Extension professionals: "Triumph Over Tragedy, Second Edition: A Community Response to Managing Trauma in Times of Disaster and Terrorism" CD/DVD training curriculum*. Paper presented at the 10th Annual Meeting of the Extension Disaster Education Network, State College, PA.
- Evans, G. D. & **Wiens, B. A.** (2004, October). *Strategies for improving community-based, mental health responses to natural disasters and terrorism*. Paper presented at the Annual Conference of the Florida Association of Family and Consumer Educators. Tallahassee, FL.
- Christian, H., Liss, H. J., Evans, G. D., & **Wiens, B. A.** (2004, October). *Use of video to enhance social skill development in elementary students*. Paper presented at the 9th Annual Conference on Advancing School-Based Mental Health, Dallas, TX.
- Evans, G. D., Liss, H. J., **Wiens, B. A.**, & Meikle, H. (2003, October). *The UF Family Support Service: Characteristics and outcome of a rural, school-linked model of mental health care*. Paper presented at the 8th Annual Conference on Advancing School-Based Mental Health, Portland, OR.
- Wiens, B. A.**, Evans, G. D., Sears, S., Tsao, J. C. I., & Stamm, B. H. (2003, July). *Making sense of chaos: Rural community mental health responses to disaster, trauma, and terrorism*. Workshop conducted at the National Association for Rural Mental Health conference, Orlando, FL.
- Wiens, B. A.**, Evans, G. D., Tsao, J. C. I., Liss, H. J., Stamm, B. H., Larsen, D., Davis-Griffel, K. S., and

Meikle, H. (2003, July). *Making sense of chaos: Rural community mental health responses to disaster, trauma, and terrorism*. Pre-conference workshop conducted at the National Association for Rural Mental Health conference, Orlando, FL.

Wiens, B. A., & Evans, G. D. (2003, May). *Triumph over tragedy: A community response to post-disaster stress for extension professionals*. Workshop conducted at the Cooperative State Research, Education, and Extension Service CYFAR conference, Minneapolis, MN.

INVITED PRESENTATIONS

Wiens, B. A. (2012, January). *Panel on bullying*. Invited speaker for panel on bullying presented for Children's Medical Services nurses and staff, Gainesville, FL

Wiens, B. A. (2009, October). *Bullying in schools: Prevalence, impacts, and prevention/intervention approaches*. Invited presentation given to teachers at Keystone Heights Jr./Sr. High School, Keystone Heights, FL.

SELECTED POSTER PRESENTATIONS

Munoz, J. R., & **Wiens, B. A.** (2013, April). *Examining whether cyber victimization is a significant predictor of anxiety when accounting for the effects of traditional peer victimization*. Poster presented at the National Conference in Pediatric Psychology, New Orleans, LA.

Munoz, J. R., & **Wiens, B. A.** (2012, October). *Examining different forms of peer aggression and victimization and their relations with social functioning and anxiety*. Poster presented at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

Rozensky, R. H., & **Wiens, B. A.** (2012, August). *Training the next generation of psychologists in interprofessional practice*. Poster presented at the American Psychological Association Annual Convention, Orlando, FL.

Wiens, B., Radunovich, H., & Stern, M. (2011, April). *Student perceptions of a school random drug testing program across time*. Poster presented at The National Conference in Pediatric Psychology, San Antonio, TX.

Wiens, B., Rosado, J., & Davis, E. (2011, April). *Relations between adolescent perceptions regarding alcohol and rates of alcohol use in a rural sample*. Poster presented at The National Conference in Pediatric Psychology, San Antonio, TX.

Valbrun, B., & **Wiens, B.** (2010, November). *Relationship between peer victimization and attitudes toward school: The role of ethnicity*. Poster presented at the 2010 Annual Biomedical Conference for Minority Students, Charlotte, NC.

Wiens, B., Stacciarini, J., Coady, M., Davis, E., Page, V., Perez, A., LaFlam, M., Locke, B., & Schwait, A. (2010, October). *Cultural considerations for measuring depression and self-concept in immigrant Latino children: Findings from a rural community*. Poster presented at The Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

- Rosado, J., & **Wiens, B.** (2010, October). *Impact of abuse on externalizing symptoms in children: Findings from a rural school sample*. Poster presented at The Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Rosado, J., **Wiens, B.**, Davis, E., & Stern, M. (2010, October). *Adolescent self-injury in a rural community sample*. Poster presented at The Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Davis, E., & **Wiens, B.** (2010, October). Predicting *treatment initiation in a rural, school-referred sample*. Poster presented at The Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Stacciarini, J. R., **Wiens, B.**, Alvarez, M., Locke, B., Coady, M., Page, V., Pogue, T., Perez, A., LaFlam, M., Schwait, A., & Ortiz, M. (2010, February). *Community-based participatory research: Approaching mental health among low-income Latinos in rural areas*. Poster presented at the 24th Annual Conference of the Southern Nursing Research Society, Austin, TX.
- Stacciarini, J. R., Bernardi, K., Page, V., **Wiens, B.**, Coady, M., Alvarez, M., Locke, B., LaFlam, M., Schwait, A., Perez, A., Pogue, T., & Ortiz, M. (2009, October). *Community-based participatory research: Depression among rural Latinos*. Poster presented at the American Psychiatric Nurses Association 23rd Annual Conference, Charleston, SC.
- Matias, E., & **Wiens, B. A.** (2009, April). *Relationship of peer violence to suicidality in adolescents*. Poster presented at the Annual Public Health and Health Professions Research Day at the University of Florida, Gainesville, FL.
- Rosado, J., & **Wiens, B. A.** (2009, April). *The relationship between self-harm and substance use in adolescents*. Poster presented at the Annual Public Health and Health Professions Research Day at the University of Florida, Gainesville, FL.
- Dempsey, A. G., Larmore, A. E., & **Wiens, B.** (2008, August). *Bystander involvement in school peer victimization*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.
- Stern, M. K., & **Wiens, B. A.** (2008, August). *Ethnic differences in adolescent perceptions of and attitudes towards substance use*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.
- Dempsey, A. G., Haden, S. C., Goldman, J., Sivinski, J. A., & **Wiens, B.** (2008, April). *Relational and overt victimization in schools: Association with suicidality, violence, and perceptions of school safety*. Poster presented at the National Conference in Child Health Psychology, Miami Beach, FL.
- Stern, M., Kiker, K., Goldman, J., & **Wiens, B.** (2008, April). *Correlates between adolescents' perceptions of parental punishment and clear rule setting with perceptions of harm/attitudes towards substance use and rates of use*. Poster presented at the National Conference in Child Health Psychology, Miami Beach, FL.

- Radunovich, H. L., & **Wiens, B. A.** (2007, June). *Family therapy outcomes for a school-linked mental health service*. Poster presented at the Fourth Annual Summer Institute of the Family Research Consortium IV, Durham, NC.
- Stern, M. K., & **Wiens, B. A.** (2007, April). *Ethnic differences in adolescent perceptions of harm and attitudes towards substance use*. Poster presented at the Annual Public Health and Health Professions Research Day at the University of Florida, Gainesville, FL.
- Sivinski, J., **Wiens, B. A.**, & Liss, H. J. (2006, April). *Domestic violence as a predictor of bullying behaviors in rural adolescents*. Poster presented at the National Conference on Child Health Psychology, Gainesville, FL.
- Wiens, B. A.**, & Liss, H. J. (2006, April). *Effectiveness of random drug-testing programs (RDT) in schools: An evaluation of student perceptions of RDT and substance use behaviors*. Poster presented at the National Conference on Child Health Psychology, Gainesville, FL.
- Dean, K. L., **Wiens, B. A.**, Liss, H. J., & Stein, B. D. (2006, February). *Violence exposure rates and trauma symptoms among rural youth*. Poster presented at the 19th Annual Research Conference: A System of Care for Children's Mental Health--Expanding the Research Base, Tampa, FL.
- Wiens, B. A.**, Alvarez, H., Reader, S. K., Evans, G. D., & Johnston, J. R. (2004, October). *School-based prevention of peer victimization: Outcomes and implications*. Poster session presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Reader, S. K., Evans, G. D., Roy, A., **Wiens, B. A.**, & Liss, H. J. (2004, October). *Student attitudes toward a school-based random drug testing program*. Poster session presented at the Kansas Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

TEACHING AND TRAINING

Graduate-Level Teaching:

Graduate Clinical Supervision, University of Florida:

- Clinical practicum rotation in child assessment for psychology interns and second year pre-doctoral students (1/10-current)
 - General child assessment cases with a focus on ADHD
- Clinical practicum rotation in rural/primary care for third year pre-doctoral students (1/05-current) and interns (1/05-6/07)
 - General child clinical referrals from rural school district (teaching evaluations available)
- Clinical practicum in child and family therapy for psychology interns and pre-doctoral students (10/10-current)
- Post-doctoral fellows in clinical child psychology (1/05-current)

Interdisciplinary Family Health Course (2010-2011; 2011-2012; 2012-2013; 2013-2014), University of Florida

- This course includes faculty and students from the Colleges of Public Health and Health Professions, Medicine, Pharmacy, Dentistry, and Nursing. The course is structured around an interdisciplinary learning practicum, through which first-year health professions students work with volunteer families in the community to learn to conceptualize family health beliefs and

behavior from a biopsychosocial framework. Course faculty facilitate six group meetings with their group of assigned students over the course of the year (teaching evaluations available).

Lifespan Psychopathology (Fall 2011, Fall 2012, Fall 2013), University of Florida

- This course is for first year graduate students in the Clinical and Health Psychology PhD program and covers child (taught by Dr. Wiens) and adult (taught by Dr. Duane Dede) psychopathology using a lifespan approach (teaching evaluations available).

Graduate Guest Lectures, University of Florida

- Guest lecturer for graduate Child and Family Therapy Course (Fall 2007, Fall 2008, Fall 2010, Fall 2012), Department of Clinical and Health Psychology. Taught two lectures on school consultation and mental health services (2007, 2008, 2010, 2012; content included school mental health interventions, school consultation, ethical issues in schools, school interventions for externalizing and internalizing disorders, and understanding the special education process), a lecture on treatment for children and families impacted by disasters (2008, 2010), and a lecture on treatment of abuse in children (2008).

On-line Teaching, University of Florida

- Constructed two lectures for the graduate course Introduction to Public Health and the Health Professions (College of Public Health and Health Professions). This course will be offered on-line yearly starting in the fall of 2009 for all incoming graduate students in a health professions field. Lecture titles: (1) Integrating Public Health Administration and Policy with Behavioral Health: Responding to the Mental Health Impacts of Disasters, Terrorism, and Public Health Emergencies; (2) Integrating Public Health Administration and Policy with Behavioral Health: Youth Violence Prevention.

Undergraduate-Level Teaching:

Undergraduate Guest Lectures, University of Florida

- Lecture on “The Psychological Impact of Disasters and Terrorism” for undergraduate International Humanitarian Assistance course (4/11), Food and Resource Economics Department.
- Lecture on “Rural Psychology” for undergraduate Introduction to Clinical & Health Psychology course (4/06, 4/07, 3/08, 11/10), Department of Clinical and Health Psychology.
- Lecture on “The Psychological Impact of Disasters and Terrorism” for undergraduate Contemporary Family Problems and Interventions course (11/06), Department of Family, Youth and Community Sciences.
- Discussion group on “Mental Health Issues for the Medical Doctor” for undergraduate Current Issues in Medicine seminar (2/13), Rural and Urban Underserved Medicine program, College of Medicine.

Teaching Assistantships, Department of Psychology, Southern Illinois University at Carbondale

- Teaching Assistant - Introduction to Psychology (8/95-8/96): Taught two lab sections each semester.
- Teaching Assistant - Child Psychology (8/96-5/97): Kept records and prepared tests. Gave a lecture on child abuse and domestic violence.
- Graduate Student Lecturer - Psychopathology (3/99-4/99): Developed and presented a segment of six lectures for the undergraduate psychopathology course. Teaching evaluations available upon request.

Other Teaching/Training:

University of Louisiana Extension Service

- Conducted training in May 2012 (Baton Rouge, LA) for members of the Louisiana Voluntary Organizations Active in Disasters (VOAD), focusing on mental health impact of disasters and how to help communities and individuals. The training was hosted by the University of Louisiana Extension Service and Baton Rouge Red Cross.

University of Mississippi Extension Service

- Conducted training in May 2011 (Starkville, MS) for Extension agents and faculty responding to the tornadoes and flooding in the Southeastern U.S., focusing on mental health impact of disasters and how to help communities and individuals. The training was hosted by the Southern Rural Development Center.
- Conducted two trainings in September 2005 (Starkville and Hattiesburg, MS) for Extension agents and faculty on the mental health impacts of disasters following Hurricane Katrina. The trainings were hosted by the Southern Rural Development Center.

Faculty of Medicine, Yeditepe University, Istanbul, Turkey

- Presented four lectures on doctor/patient communication skills (12/12/05-12/15/05) at Yeditepe University for medical faculty as part of a “Teaching Teachers Course” organized between Yeditepe and the University of Florida College of Public Health and Health Professions.

University of Florida Area Health Education Centers

- *Dealing with disasters: Mental health issues in the wake of disaster events.* Invited training session given at the University of Florida Area Health Education Centers Planning Meeting, February 2005, Panama City, FL.

University of Florida, Department of Clinical and Health Psychology, Departmental Case Conference

- May 24, 2013 – Child Abuse: Ethical and professional responsibilities, Florida statutes, and reporting procedures
- August 5, 2011 – Fact finding, differential diagnosis, and the role of school consultation in a challenging child treatment case revisited: Reflecting back after completion of treatment
- September 18, 2009 – Bullying in schools: Prevalence, impacts, and prevention/intervention approaches
- April 17, 2009 - Fact finding, differential diagnosis, and the role of school consultation in a challenging child treatment case (in conjunction with Alison Zisser, M.S.)
- April 18, 2008 – Child abuse and exposure to domestic violence: Clinical presentations, reporting issues, and treatment considerations for children
- March 30, 2007 – Clinical challenges and ethical dilemmas in a rural school-linked mental health practice: Experiences from Columbia County
- July 21, 2006 – Random drug testing in schools as an approach to decrease adolescent substance use: The debate and the data
- November 4, 2005 – Responding to mental health needs after Hurricane Katrina (in conjunction with Brian Shenal, Ph.D., and Wayne Griffin, Ph.D.)
- June 24, 2005. – Implementation of a community model to improve mental health services for children in a rural area

PROFESSIONAL ACTIVITIES

Journal Ad Hoc Reviewer

- Disasters: The Journal of Disaster Policy, Studies and Management
- Professional Psychology Research and Practice
- The Journal of Rural Health
- Journal of Pediatric Psychology
- Progress in Community Health Partnerships: Research, Education, and Action
- Journal of Applied Developmental Psychology

University Counseling Resource Network, University of Florida

Historian, University of Florida Phi Beta Kappa chapter (Beta Chapter of Florida)

Volunteer at Camp Boggy Creek (camp serving children with chronic illnesses; 1999-present)

PROFESSIONAL AFFILIATIONS

American Psychological Association

- Division 53, Clinical Child Psychology
- Division 54, Society of Pediatric Psychology

Extension Disaster Education Network (EDEN)

Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

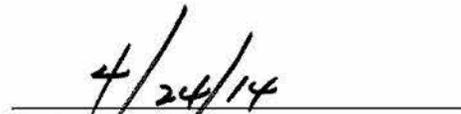
As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.


Signature of Authorized Certifying Official


Title


Applicant Organization


Date Submitted

Dear Judy:

Although the subject DOE grant program may be eligible for coverage under Presidential Executive Order 12372, the application is exempt from the E.O. 12372 review process in the State of Florida. Section 4 of Gubernatorial Executive Order 95-359 provides that all federal applications that originate from non-state agencies, such as local governments and non-profit organizations, and that have no significant effect on Florida's environment, are exempted from the intergovernmental coordination and review process overseen by the State Clearinghouse. To put the exemption criteria simply, your project is exempt if it does not involve construction or wetland dredge/fill activities.

When you fill out your Application for Federal Assistance (Standard Form 424), it may be forwarded to the federal funding agency without going through the state review process. Please check: "b. Program is subject to E.O. 12372 but has not been selected by the State for review." in Box No. 19 of SF 424.

If you have any questions concerning the state intergovernmental review process or exemption criteria, please don't hesitate to contact me at (850) 245-2170 or Lauren.Milligan@dep.state.fl.us. Best of luck!

Yours sincerely,

Lauren P. Milligan

Lauren P. Milligan, Coordinator
Florida State Clearinghouse
Florida Department of Environmental Protection
3900 Commonwealth Blvd, M.S. 47
Tallahassee, FL 32399-3000
ph. (850) 245-2170
fax (850) 245-2190
Lauren.Milligan@dep.state.fl.us

FLORIDA

Lauren P. Milligan
Florida State Clearinghouse
Florida Dept. of Environmental Protection
3900 Commonwealth Blvd.
Mail Station 47
Tallahassee, Florida 32399-3000
Telephone: (850) 245-2161
Fax: (850) 245-2190
Lauren.Milligan@dep.state.fl.us

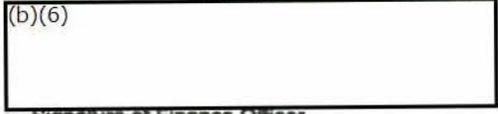
**DISTRICT SCHOOL BOARD OF COLUMBIA COUNTY
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN B**

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in OMB Circular A-87, EDGAR, and CFR, Title 34, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	<u>3.83%</u>	Federal Programs - Unrestricted with Carry Forward	<u>17.68%</u>
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I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2011-2012, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent	 Signature of Finance Officer
<u>2/18/13</u> Date Signed	<u>2/18/13</u> Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	<u>3.79%</u>	Federal Programs - Unrestricted with Carry Forward	<u>17.65%</u>
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These rates become effective **July 1, 2013, and remain in effect until June 30, 2014**, and will apply to all eligible federally assisted programs as

 Signature of Commissioner, Florida Department of Education	<u>3/15/13</u> Date Signed
---	-------------------------------

DOE COMPLIANCE OFFICE
 10 FEB 22 AM 11:02

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**COLUMBIA COUNTY SCHOOL SYSTEM
RICHARDSON MIDDLE SCHOOL**

646 S.E. Pennsylvania Street
Lake City, Florida 32025
Telephone (386) 755-8130 ~ Fax (386) 755-8154
Website: <http://columbiak12.fl.us/richardson>

TERRY HUDDLESTON
SUPERINTENDENT

ALEX L. CARSWELL, JR.
ASSISTANT SUPERINTENDENT

NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT

ANGELA COPPOCK
PRINCIPAL

MICHAEL CHRISTIE
ASST. PRINCIPAL

April 16, 2014

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Mrs. Tatem,

As a principal in Columbia County, I am excited about the prospect of our district receiving grant funding for the Elementary and Secondary Schools Counseling Programs. These counseling services will enhance student opportunities for school and life success and equip teachers and school counselors/social workers with the skills to support optimal student academic and social development.

Please accept my gratitude and full support of your efforts in applying for these grants. My staff and I are willing and ready to collaborate with you as we work together.

Sincerely,

(b)(6)

Angela Coppock,
Principal



Sheriff Mark Hunter

COLUMBIA COUNTY SHERIFF'S OFFICE

4917 US Hwy. 90 East • Lake City, Florida 32055-6288

www.columbiasheriff.org

April 11, 2014

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Re: Elementary & Secondary School Counseling Programs

Dear Ms. Tatem:

I am writing this letter in support of the Elementary & Secondary School Counseling Programs. Funding for additional counselors to service at-risk students is essential in helping these children reach their full potential and deter them from behaviors that could lead to juvenile delinquency.

It is most important to reach these students before such behaviors occur and assist them and their families with much needed support and resources. The Elementary & Secondary School Counseling Programs are vital to the Columbia County School System and their efforts to offer support and services to the at-risk students in our community.

Sincerely,

(b)(6)

Mark A. Hunter
Sheriff
Columbia County, FL

BOARD OF DIRECTORS

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Secretary
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Suwannee

Timothy J. Treweek
Alachua

Larry Turner
Alachua

Mary Jane Weaver
Columbia

Pam Ward
Lafayette



4/16/2014

Judy Tatem

Columbia County School District
409 SE St. Johns Street
Lake City, FL 32025

To Whom It May Concern,

Meridian Behavioral Health Care fully supports the school district's grant application for the Department of Education's Elementary and Secondary School Counseling Program. We are please with your continued efforts to increase mental health services to the students in Columbia County through direct services and prevention efforts.

Meridian has been a partner to Columbia County Schools for several years. Over the past seven years our partnership has grown. With this grant we will be able to reach more children who are in need of services and provide much needed mental health prevention services.

As the supervisor for the school-based therapist, I have been continuously impressed with the commitment of the school system to provide counseling services. Their vision and determination distinguishes them from other school systems in our region. I am personally committed to the success of this program and excited about the possibility of expanding prevention and guidance services for children struggling with behavioral, emotional or academic problems. Meridian and the Columbia County School Board are strong partners. I look forward to watching our partnership continue to grow.

Sincerely,

Myriah Brady

Myriah Brady, LCSW
Outpatient Director for Meridian Behavioral Health Care
386-965-8885; myriah_brady@mbhci.org





SEDNET IIIA
Dana Huggins, Resource Coordinator
372 W. Duval Street, Lake City, Florida 32055
386-758-4954 FAX: 386-758-4968
huggins_d@firm.edu

April 17, 2014

Judy Tatem
Interim Safe & Drug Free School Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, Florida 32025

Dear Ms. Tatem:

I am writing to offer my support for the Elementary and Secondary School Counseling Grant application. The SED Network and the Columbia County School District Homeless Education Program sees on a daily basis the need and challenges to providing counseling services to students. Our own program's needs assessment concurs with yours which targets the increasing need for prevention and early intervention services. We believe the delivery of this type of service is pivotal to impacting our student's daily behaviors and/or futures lives. Additionally for an effective local mental health services continuum, this must be our community's way of work in order to assist our students from engaging in at-risk behaviors.

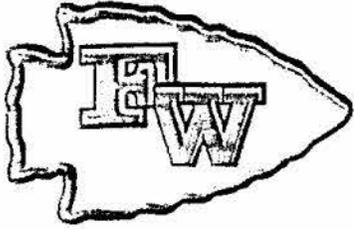
It is our hope that you will succeed in bringing this opportunity to the Columbia County students and we stand steadfast in our commitment to assist your program and this grant through support and collaboration. If there is anything that our program can do to assist you, please do not hesitate to call.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)", indicating a redacted signature.

Dana P. Huggins
Resource Coordinator -District 3a- Network for Severely Emotionally Disturbed Students
Homeless Education Liaison- Columbia County School District



Fort White High School

17828 SW State Road 47
Fort White, Florida 32038
www.fortwhitehighschool.org

Phone: (386) 497-5952

FAX: (386) 497-5951

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Mrs. Tatem,

As a principal in Columbia County, I am excited about the prospect of our district receiving grant funding for the Elementary and Secondary Schools Counseling Programs. These counseling services will enhance student opportunities for school and life success and equip teachers and school counselors/social workers with the skills to support optimal student academic and social development.

Please accept my gratitude and full support of your efforts in applying for these grants. My staff and I are willing and ready to collaborate with you as we work together.

Sincerely,

(b)(6)

Keith Couey, Principal
Fort White High School

SAVE-A-FRIEND HOTLINE - 1-866-295-7303

Fostering Wisdom - Harvesting Success

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MISSION

"Strengthening Communities by Building Strong Families"

YOUTH SHELTER

Short-term residential care for youth in crisis

Interface Youth Program

Truancy Services

Safe Place

COUNSELING

Services for troubled youth and their families

Family Action

PREVENTION

Educating the community, focusing on substance abuse, and reducing juvenile crime with a focus on high-risk youth

Drug Free Community Coalition Partners

Independent Living

Evidenced-Based School Prevention Programs

Reichert House

Spotlight on Youth

Youth Talk

April 9th, 2014

Mrs. Judy Tatem
Columbia County Schools
409 SW St. Johns St.
Lake City, FL 32025

Dear Ms. Tatem:

I understand that you are writing a grant to enable you to initiate your project that would provide additional Elementary and Secondary Counselors in the schools. As an agency that provides services to youth and families, CDS Family and Behavioral Health Services, Inc. strongly approves this concept and we offer our support in this project. It is so important that young children receive the needed support services since this effort early in their lives will improve the children's chances of learning and becoming productive citizens.

In our program, we work with many of your elementary and secondary students. The overall status of counseling services will be greatly enhanced by having a strong collaboration with the counselors. The need for such increased counseling services is definitely evident in this area, with more and more students needing individualized and/or intensive attention. We will certainly be happy to cooperate with you in any way to help in this project in Columbia County.

If we can be of further service to you please contact us

Sincerely,

(b)(6)

Stephanie Douglas MA LMHC
Residential Counselor/ Family Action Supervisor
CDS Family and Behavioral Health Services Inc.

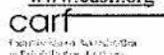


Interface - NW

1884 SW Grandview Street, Lake City, FL 32025
Tel: (386) 487-0190 • Fax (386) 487-0195

A program of CDS Family & Behavioral Health Services, Inc.

www.cdsfl.org



Major support from: State of Florida, Department of Juvenile Justice; Florida Network of Youth & Family Services, Inc.; State of Florida, Department of Children & Families; Partnership for Strong Families;

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U.S. Department of Health & Human Services; United Way of North Central Florida; United Way of Suwannee Valley; Individual Contributions



GARRET D. EVANS, Psy.D., LLC

Licensed Psychologist – PY 5561
2653 SW 87th Dr. – Suite A
Gainesville, FL 32608

Ph: (352) 331-0020
Fax: (352) 331-0022
garevans66@yahoo.com

Children, Adolescents, General Adult Behavioral Health

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District

April 10, 2014

Dear Ms. Tatem:

I am absolutely delighted to offer my complete support to the school district's application for the Elementary School Counseling Demonstration Project from the Department of Education. As a psychologist who works closely with the school district to provide assessment and counseling services to children at-risk for learning, behavioral and emotional problems, I see a great need in our community for expanding school counseling services.

As a former Associate Professor at the University of Florida, I have had the opportunity to work with you on several prevention and school counseling projects. I am always delighted to support your efforts as I know first-hand the commitment that you and your staff place toward developing and implementing the highest-quality programs for students. I especially appreciate your commitment to implementing empirically-supported counseling and prevention projects. Furthermore, I am always impressed by your commitment to providing process and outcome assessments of these programs, not only to guide for our personal investments in these programs, but to assist other school districts in learning from our experiences as well.

As a consultant to educational institutions across the country, I help school districts find and employ the best practices for counseling and prevention programs. I strongly believe that it is critical for schools to seek to adapt proven programs whenever possible to avoid "reinventing the wheel." We have worked together to sustain a focus on empirical selection and evaluation of components of Projects CATCH and CARES over the past five years. I see a further evolution of this focus in your application for this program. I endorse it whole-heartedly.

Sincerely,

(b)(6)

Garret D. Evans, Psy.D.

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Vision: To be the Healthiest State in the Nation

Rick Scott
Governor

John H. Armstrong, MD, FACS
State Surgeon General & Secretary

April 10, 2014

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School Board
409 SW S. Johns St.
Lake City, FL 32025

Re: Elementary and Secondary School Counseling Programs Grant

Dear Ms. Tatum,

I am writing to express my support for the Elementary and Secondary School Counseling Program Grant application that the Columbia County School Board will be applying for. According to the recently released Florida County Health Rankings, Columbia County currently ranks 55th out of Florida's 67 counties in regards to "Community Health Behavior's", which include factors such as tobacco use, excessive drinking, and teen sexual activity. In addition, our county ranks 46th out of 67 in "Social and Economic Factors" directly related to many of the challenges our students face at home and in the school system. We firmly believe education and counseling services focusing on prevention, and early intervention services for our youth will have a long term effect on a child's well-being, preventing students from turning to violence, drugs or alcohol.

We believe this grant moves Columbia County in the right direction, impacting the quality of life and health of our students with quality school counseling services. I commend and applaud your efforts on behalf of the children of Columbia County and wish you luck with the grant application. As your community partner, please let me know of any way the Florida Department of Health in Columbia County can be of assistance.

Respectfully

(b)(6)

Mark S. Lander, M.S.
Administrator
Florida Department of Health in Columbia County



College of Public Health and Health Professions
Department of Clinical and Health Psychology
Office of the Chair

1225 Center Drive, Rm 3151
PO Box 100165
Gainesville, FL 32610-0165
Phone: (352) 273-6033
Fax: (352) 273-6156

April 11, 2014

Judy Tatem
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Judy:

The Department of Clinical & Health Psychology in the College of Public Health and Health Professions at the University of Florida is enthusiastically supportive of your plans to address the need for expanded prevention and counseling resources for elementary students. Your proposal for the Department of Education Office of Safe and Healthy Students' Elementary and Secondary School Counseling Program is as creative as your efforts in prior projects in the county (CATCH, CLEA²R) and provides a plan to continue efforts to increase positive outcomes for youth in your school district. We have been most pleased with our clinical services and scientific involvement with prior projects with the school district and I am likewise extremely optimistic about the successes for the current proposal.

The opportunity to continue the Department of Clinical and Health Psychology's involvement with the Columbia County School District is very exciting to our faculty, students, interns, and post-doctoral fellows and truly enhances both of our programs. We look forward to helping you achieve the outcomes of this proposed project in your community. I am very impressed with the creativity and forward thinking of the Columbia County Schools and am most pleased that my department can continue to be part of projects that help support healthy development for the children and families in Columbia County.

Best wishes as you move forward with this grant and its subsequent activities.

Sincerely,

(b)(6)

William Latimer, Ph.D., M.P.H.
Elizabeth Faulk Professor and Chair
Department of Clinical and Health Psychology
College of Public Health and Health Professions

**COLUMBIA COUNTY SCHOOL DISTRICT
EASTSIDE ELEMENTARY SCHOOL**

256 SE BEECH STREET
LAKE CITY, FLORIDA 32025-4998
(386) 755-8220 - FAX (386) 758-4885
WEBSITE: www.columbia.k12.fl.us/eastside/index

TERRY HUDDLESTON
SUPERINTENDENT

ALEX L. CARSWELL, JR.
ASSISTANT SUPERINTENDENT
OF INSTRUCTION

NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT
FOR ADMINISTRATION

THOMAS HOSFORD
PRINCIPAL



Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Mrs. Tatem,

As a principal in Columbia County, I am excited about the prospect of our district receiving grant funding for the Elementary and Secondary Schools Counseling Programs. These counseling services will enhance student opportunities for school and life success and equip teachers and school counselors/social workers with the skills to support optimal student academic and social development.

Please accept my gratitude and full support of your efforts in applying for these grants. My staff and I are willing and ready to collaborate with you as we work together.

Sincerely,

(b)(6)





April 7, 2014

Ms. Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St Johns Street
Lake City, FL 32025

Dear Ms. Tatem:

For many years, Florida Gateway College had collaborated with the Columbia County School District in support of programs reaching our county's youth. In partnership with the school system, we have produced several television programs aimed to reduce risky student behaviors.

This letter is to express my support of the district's Elementary and Secondary School Counseling Program grant application. I believe counseling services that focus on character education through the use of various types of media production will have a long term positive effect on the child's well being.

We at Florida Gateway College will further support this proposal and subsequent grant by providing the Columbia School System with technical expertise for the Pro-Social Media Projects.

If further support for your program is necessary, please don't hesitate to call.

Sincerely,

(b)(6)

Mike McKee
Executive Director
Media & Public Information

COLUMBIA COUNTY SCHOOL DISTRICT LAKE CITY MIDDLE SCHOOL



843 SW ARLINGTON BLVD.
LAKE CITY, FLORIDA 32025
(386) 758-4800 * FAX (386) 758-4839
E-MAIL: judkinss@columbiak12.com
Website: www.columbia.k12.fl.us/lakecityms

TERRY L. HUDDLESTON
SUPERINTENDENT

ALEX L. CARSWELL, JR.
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT
FOR ADMINISTRATION



Touching Tomorrow Through Teamwork Today

SONYA C. JUDKINS
PRINCIPAL

WILLIAM MURPHY
ASSISTANT PRINCIPAL—DISCIPLINE

MEG HALEY
ASSISTANT PRINCIPAL—CURRICULUM

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

April 11, 2014

Dear Mrs. Tatem,

As a principal in Columbia County, I am excited about the prospect of our district receiving grant funding for the Elementary and Secondary Schools Counseling Programs. These counseling services will enhance student opportunities for school and life success and equip teachers and school counselors/social workers with the skills to support optimal student academic and social development.

Please accept my gratitude and full support of your efforts in applying for these grants. My staff and I are willing and ready to collaborate with you as we work together.

Sincerely,

(b)(6)

Sonya C. Judkins, Principal
Lake City Middle School

SAVE-A-FRIEND HOTLINE: 1-866-295-7303

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PR/Award # S215E140086

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COLUMBIA COUNTY SCHOOL SYSTEM

FEDERAL PROJECTS

372 WEST DUVAL STREET
LAKE CITY, FLORIDA 32055-3990
(386) 755-8033
FAX (386) 758-4946
website: www.columbia.k12.fl.us

TERRY L. HUDDLESTON
SUPERINTENDENT
NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT



YVETTE L. HOOPER
DISTRICT PARENT INVOLVEMENT
& VPK COORDINATOR

April 4, 2014

Ms. Judy Tatem
Safe and Drug Free Schools Coordinator
372 West Duval Street
Lake City, Florida 32055

Dear Ms. Tatem:

As the Columbia County District Title I Parent Involvement and VPK Coordinator, I see the tremendous need for programs that provide useful knowledge designed to help parents understand the complexities of effective parenting skills. So many times, parents feel inadequate or intimidated when trying to process information about educational, emotional, or social issues regarding their children.

I am excited to commit to partnering with the Elementary and Secondary schools grant to coordinate trainings that will help meet the needs of parents in our district. I am convinced that our students will benefit not only from these parent/staff trainings, but also from the increased access to counseling services.

Sincere (b)(6)

(b)(6)

(b)(6)

Yvette Hooper
District Title I Parent Involvement and VPK Coordinator

**COLUMBIA COUNTY SCHOOL DISTRICT
OFFICE OF THE ASSISTANT SUPERINTENDENT**

372 WEST DUVAL STREET
LAKE CITY, FLORIDA 32055-3990
(386) 755-8015 FAX (386) 755-8180
E-Mail: carswella@columbiak12.com
website: www.columbia.k12.fl.us

SUPERINTENDENT

TERRY L. HUDDLESTON

ASSISTANT SUPERINTENDENTS

ALEX L. CARSWELL, JR
KITTY MCELHANEY
NARRAGANSETT M. SMITH



Touching Tomorrow Through Teamwork Today

MEMBERS OF THE BOARD

DANA GLENN BRADY
STEPHANIE K. FINNELL
KEITH HUDSON
LINARD JOHNSON
STEVE NELSON

April 7, 2014

Ms. Judy Tatem
Comprehensive Health Education Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, Florida 32025

Dear Ms. Tatem,

I am writing to offer my support of the Elementary and Secondary School Counseling Programs Grant. As Assistant Superintendent I am aware that there are many students who would benefit from such social and emotional support. It is imperative that we reach out to our youth today so that they may have a successful future.

I know that, if awarded, our school district will be successful in implementing a plan to better Columbia County's students. I am proud to endorse this effort and am excited to see the positive outcome it will produce.

Sincerely,

(b)(6)

Alex L. Carswell, Jr.
Assistant Superintendent

/mcs

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PR/Award # S215E140086

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FLORIDA DEPARTMENT OF JUVENILE JUSTICE

Rick Scott, Governor

Wansley Walters, Secretary

Mrs. Judy Tatem
Interim Safe Schools Coordinator
Columbia county School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Mrs. Tatem:

This letter is to acknowledge your correspondence concerning elementary and secondary counseling program. The Department of Juvenile Justice stands ready, willing and able to assist the school district in effectuating this initiative.

This initiative would greatly benefit elementary and secondary age youth and their families towards personal growth, educational development, and emotional well-being. Hopefully counseling services would also help divert youth from being involved in the Juvenile Justice System.

We look forward to working with you on this initiative and are excited to have an additional resource for our youth and families.

Sincerely,

(b)(6)

Tom Witt
Chief Probation Officer
Circuit 03

Circuit 3, 690 E. Duval Street, Lake City, Florida 32055
<http://www.djj.state.fl.us>

The mission of the Department of Juvenile Justice is to increase public safety by reducing juvenile delinquency through effective prevention, intervention, and treatment services that strengthen families and turn around the lives of troubled youth.

**COLUMBIA COUNTY SCHOOL DISTRICT
FT. WHITE ELEMENTARY SCHOOL**

18119 SW STATE RD 47
FT. WHITE, FLORIDA 32038
(386) 497-2301 FAX (386) 497-4684
WEBSITE: www.columbia.k12.fl.us/fortwhiteelementary/index

TERRY HUDDLESTON
SUPERINTENDENT

WANDA CONNER
PRINCIPAL

ALEX L. CARSWELL
ASSISTANT SUPERINTENDENT
FOR INSTRUCTION

NARRAGANSETT SMITH
ASSISTANT SUPERINTENDENT
FOR ADMINISTRATION



April 4, 2014

Mrs. Judy Tatem
Columbia County School District
Lake City, Florida 32055

Dear Mrs. Tatem:

Fort White Elementary School supports your application for the Elementary and Secondary School Counseling Program grant. In my elementary school, I see the greater need for intervention services for our students. Unfortunately, there is not enough time or personnel to deliver services to meet the depths of our children's needs.

Counseling services that focus on prevention and early intervention services as offered through the Elementary and Secondary School Counseling Program grant are essential to meet the needs of our students. The positive, long term effects of these services can prevent many students from turning to violence, drugs, or alcohol situations in their futures.

Please count on the support from Fort White Elementary School to assist in the application process and the implementation of the program if the grant is awarded to our district. We commend your office's efforts to assist the children of the Columbia School District.

Sincerely,

(b)(6)

Wanda Conner, Principal

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COLUMBIA COUNTY SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT

372 WEST DUVAL STREET
LAKE CITY, FLORIDA 32055-3990
(386) 755-8000 • FAX (386) 755-8029

TERRY L. HUDDLESTON
SUPERINTENDENT

ALEX L. CARSWELL, JR
ASSISTANT SUPERINTENDENT
FOR SCHOOL OPERATIONS, BUDGETING AND
SECONDARY EDUCATION

NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT
FOR SUPPORT SERVICES, FEDERAL PROJECTS AND
ELEMENTARY EDUCATION

KITTY McELHANEY
ASSISTANT SUPERINTENDENT
OF CURRICULUM, ASSESSMENT,
ACCOUNTABILITY AND TECHNOLOGY



Touching Tomorrow Through Teamwork Today

MEMBERS OF THE BOARD

DANA GLENN BRADY

STEPHANIE FINNELL

KEITH HUDSON

LINARD JOHNSON

STEVE NELSON

April 7, 2014

Ms. Judy Tatem
Project CATCH
409 SW St. Johns St.
Lake City, FL 32025

Dear Ms. Tatem,

The purpose of this letter is to express to you my support for the Project CATCH Elementary and Secondary School Counseling Programs grant proposal. This program is invaluable to the children of the Columbia County School District.

These resources will provide additional academic and social support for students and their families. As Superintendent, I have witnessed the benefits to individual children throughout this District.

Once again, please accept my unwavering support for this grant. I will be very grateful for the opportunity to work with you and school counselors as we work to help children.

Sincerely,

A handwritten signature in black ink that reads "Terry L. Huddleston". The signature is written in a cursive, flowing style.

Terry L. Huddleston
Superintendent of Schools

COLUMBIA COUNTY SCHOOL SYSTEM COLUMBIA HIGH SCHOOL

469 SE Fighting Tiger Drive
Lake City, Florida 32025
Telephone: (386) 755-8080 ~ Fax (386) 755-8082

TERRY L. HUDDLESTON
SUPERINTENDENT

ALEX L. CARSWELL, JR.
ASSISTANT SUPERINTENDENT

NARRAGANSETT M. SMITH
ASSISTANT SUPERINTENDENT

KITTY MCELHANEY
ASSITANT SUPERINTENDENT

TODD WIDERGREN
PRINCIPAL



Touching Tomorrow Through Teamwork Today

ASSISTANT PRINCIPALS

CATHRYN DEKLE
DONALD HARRISON
JONATHAN JORDAN
TERRI THOMAS
JUSTIN LANG

April 21, 2014

Judy Tatem
Interim Safe Schools Coordinator
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Mrs. Tatem,

As a principal in Columbia County, I am excited about the prospect of our district receiving grant funding for the Elementary and Secondary Schools Counseling Programs. These counseling services will enhance student opportunities for school and life success and equip teachers and school counselors/social workers with the skills to support optimal student academic and social development.

Please accept my gratitude and full support of your efforts in applying for these grants. My staff and I are willing and ready to collaborate with you as we work together.

Sincerely,

(b)(6)

Todd Widergren
Principal



College of Public Health and Health Professions
Department of Clinical and Health Psychology

101 South Newell Drive, Rm 3151
PO Box 100165
Gainesville, FL 32610-0165
Phone: (352) 273-6617
Fax: (352) 273-6156

April 10, 2014

Judy Tatem
Columbia County School District
409 SW St. Johns Street
Lake City, FL 32025

Dear Judy,

I am excited to offer my full support to the school district's competitive grant application for the Department of Education Office of Safe and Healthy Students' Elementary and Secondary School Counseling Program. Given my long relationship working with Columbia County Schools, I look forward to the possibility of working with the school district on this project. I have enjoyed my involvement in prior Office of Safe and Drug-Free Schools projects in Columbia County, including Project Columbia Acting Together for Children (Project CATCH) and Project Columbia Linking Efforts for Alcohol Awareness and Responsibility (CLEA²R), as well as a prior Elementary Schools Counseling Program grant. For all of these projects I supervised the provision of mental health treatment services for children with academic, behavioral and/or emotional concerns that interfered with their success at school, as well as assisted with evaluation activities. With regards to our mental health services, I have experience supervising a team of trainees (graduate students and post-doctoral fellows) who have provided mental health services in the schools as well as in clinic settings in Columbia County.

Due to my history of involvement with the school district on prior projects, I am personally committed to the pursuit of the current proposed project for the Elementary and Secondary School Counseling Program. I am excited about the possibility for expanding prevention services for elementary students in the county, as well as providing additional mental health services for children at risk for, or struggling with, behavioral, emotional, or academic problems. I believe that my prior experience working with Columbia County makes me a strong partner in the county's efforts to improve counseling resources in their elementary schools. Our history of working with Columbia County on other grant projects and providing mental health services for youth will allow us to work effectively with the county to help them achieve the objectives of the proposed project.

Again, I offer my full support to this project. I believe this grant will allow Columbia County to further their efforts to support healthy outcomes for children and families.

Sincerely,

(b)(6)

Brenda Wiens, Ph.D.
Clinical Assistant Professor
Department of Clinical and Health Psychology
University of Florida

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2012-13)	Number of Child-Adolescent psychiatrists (Baseline) (2012-13)	Number of School Psychologists (Baseline) (2012-13)	Number of School Counselors (Baseline) (2012-13)	Number of School Social Workers (Baseline) (2012-13)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2102-13)
Columbia City Elementary	646	0 FTE	*	1	0	0
Eastside Elementary	545	0		1	0	0
Five Points Elementary	440	0		1	0	0
Fort White Elementary	668	0		1	0	0
Melrose Park Elementary	495	0		1	0	0
Niblack Elementary	279	0		1	0	0
Pinemount Elementary	472	0		1	0	0
Summers Elementary	657	0		1	0	0
Westside Elementary	669	0		1	0	0
Totals	4871	0 FTE	*2.0 FTE	9 FTE	0 FTE	0 FTE

(Elementary/Secondary)

GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-13)	Number of referrals for Disciplinary reasons in Schools participating in the Grant (Baseline) (2012-13)
Columbia City Elementary	646	339
Eastside Elementary	545	51
Five Points Elementary	440	134
Fort White Elementary	668	196
Melrose Park Elementary	495	233

Niblack Elementary	279	399
Pinemount Elementary	472	90
Summers Elementary	657	262
Westside Elementary	669	425
Totals	4871	2129

Note: Baseline number of referrals for disciplinary reasons.

- The number of referrals for disciplinary reasons must include all incidents in which a student was referred to school personnel (including, but not limited to, the principal, the vice principal, school security, and guidance counselors) for violations of the discipline code.

Topic/who completes	Fall 2014	Winter 2014-15	Spring 2015	Summer 2015
Administrative Judy Tatem	Hire and convene Project CARES Staff	Weekly meeting with CARES Counselors (on going)		Annual review
Trainings (Project CARES Staff)		Train staff in: a)Resiliency b)Mental Health Disorders c)Why Try? d)MBF	Train Teachers in: a)Resiliency Training Parent/Teacher/Staff Title one involvement training	
Community (Project CARES Staff)	Compile Community Resource Book	Prevention Management Teams (PMT) monthly meetings (on going) Intensive individual /family Therapy by UF-FSS (ongoing)	UF-FSS Pilot Screening And early Intervention for child behavior problems Intensive individual/family Therapy by UF-FSS	Update Community Resource Book
School (Project CARES Staff)	RTI Teams (on going) Case management services (on going)	Identify students for Why Try group RTI meetings (on going)	Classroom guidance by CARES staff using Why Try? (ongoing) Classroom guidance by CARES staff using MBF (ongoing)	
Evaluation	Develop measures for obtaining parent feedback on project services. Collect data on services provided by CARES Counselors;	Modify ESABI Compile baseline data sources Compile pre/post tests for preventions programs	Administer ESABI	Compile yr. 1 data from school data sources. Enter yr. 1 data and run analysis Complete yr. 1 end report

Ongoing evaluation throughout grant: 1) collect data on number of students referred to intensive individual therapy; 2) administer pre-and post-tests for preventions curriculum as prevention curricula as programs are implemented; 3) collect feedback from teacher and parent trainings; 4) collect data on services provided by CARES Counselors; 5) collect feedback from parents on project services.

Topic/who Completes	Fall 2015	Winter 2015-2016	Spring 2016	Summer 2016
Administrative Judy Tatem	Weekly meeting with CARES Counselors(on going) Attend community agency meetings(on going)			Annual review
Trainings (Project CARES staff)	Parent/ teacher/staff Title 1 involvement training (ongoing) Training for Pro-social media	Train teachers/staff in mental health disorders		
Community (Project CARES staff)	PMT (on going) Safe & Drug Free Advisory Council (monthly ongoing)	Parent Title 1 involvement training (ongoing)	UF-FSS Screening and early intervention for child behavior problems	Print community resource book
School Project CARES staff)	Why Try (on going). MBF (ongoing) RTI teams (ongoing) Case Management services (ongoing) Intensive Individual/family therapy by UF-FSS (ongoing) Individual counseling by CARES staff at each school (ongoing)	Pilot pro-social media	Expand pro-social media	
Evaluation	Ongoing evaluation continued in year 2 as stated above in year 1.		Administer ESABI	Compile and enter data from school sources and run analysis.. Complete end of yr. 2 report

Topic/Who Completes	Fall 2016	Winter 2016-17	Spring 2017	Summer 2017
Administrative Judy Tatem	Weekly meeting with CARES counselors Community agency meeting (on going)			
Trainings (Project CARES staff)				
Community (Project CARES staff)	PMT (on going) Safe & Drug Free Advisory Council (on going)	Parent Title 1 involvement training(on going)	UF-SFF screening and early intervention and child behavior problems	
School (Project CARES staff)	Expand Pro-Social Media Why Try? (on going) MBF (on going) RTI teams (on going) Case Management services (on going) Intensive Individual/family therapy by UF-FSS (on going) Counseling by CARES staff at each school (on going)			
Evaluation	On going evaluation continued in year 3 as stated in year 1		Administer ESABI	Compile and complete end of year 3 data Submit final project report data in the fall

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative

Columbia County School District

Personnel: Salary: **Year 1** = \$177,080.00; **Year 2**=\$182,392.00; **Year 3**= \$187,864.00

Four School Guidance Counselors/Social Workers: These counselors will provide direct student services such as individual, group and classroom guidance. They will work closely with the school psychologists and existing elementary counselors to offer a comprehensive counseling program. The salary increase is calculated at 3% for years 2 and 3.

Fringe Rate:

The fringe rate is the district's standard 14.6% of base salary plus \$5,500 for health insurance.

Total fringe benefits: **Year1**= \$47,854.00; **Year 2**= \$48,629.00; **Year 3**= \$49,428.00

Travel: **Year 1**= \$12,000.00; **Year 2**= \$6,000; **Year 3**=\$3,000.00

Travel funds are requested for the existing and new counselors to attend statewide trainings. Travel will also be for two (2) persons to attend the yearly OSDFS Conference in Washington, D.C. and one (1) person to attend the project directors meeting during year 1. The four new counselors will travel between schools carrying out the duties of and activities related to this project. Local travel is \$.55/mile.

Equipment: **Year 1** = \$17,283.00; **Year 2**= \$5000.00; **Year 3**= \$4000.00

Year 1: Funding is requested for the purpose of purchasing four laptop computers, wireless printers, computer bags, and office program for each computer (\$1060.00 each). The four new counselor/social workers and case manager will each be assigned to one computer, printer, and computer bag. The counselors will carry these with them from school to school in order to write schedules, case notes, lesson plans, letters to parents, and staff, manage documents and data summaries, as well as, to correspond with UF and Columbia County School District employees by email. The purchase of four LCD projectors (\$450.00) each will be used by counselors for teaching in group settings using power point presentations. Funding for the purchase of replacement bulbs for projectors (\$125.00) each. Funding for miscellaneous equipment needed to operate.

Year 2: Funding is requested for repairs, replacement of projector bulbs and or program upgrades for computers and projectors.

Year 3: Funding is requested for repairs, replacement of projector bulbs and or program upgrades for computers and projectors.

Supplies: Year 1 = \$5,000; Year 2 = \$10,378; Year 3 = \$5000.00

Year 1: Funding is requested for the purchase of curriculums outlined in the narrative including Why Try?, Child Safety Matters curriculum, Character Education and Pro-social. Funding requested for the purchase of additional instructional materials (books, workbooks, videos, games, etc.).

Year 2: Funding is requested for the purchase of curriculums outlined in the narrative including Why Try?, Child Safety Matters curriculum, Character Education and Pro-social. Funding requested for the purchase of additional instructional materials (books, workbooks, videos, games, etc.) .Funding increase is due to the CARES staff will be in place and trained at the beginning of this school year.

Year 3: Funding is requested for the purchase of curriculums outlined in the narrative including Why Try?, Child Safety Matters curriculum, Character Education and Pro-social. Funding requested for the purchase of additional instructional materials (books, workbooks, videos, games, etc.).

Funding will be needed for miscellaneous supplies such as duplication supplies, paper, pens, markers, visual aids, Blank CD and DVD disks, and other items needed to operate.

Year 1 = \$1000.00; Year 2=\$350.00; Year 3 = \$350.00

Contractual: Year 1 = \$120,000; Year 2 = \$131,059.00; Year 3 = \$137,131.00

These dollars are requested to contract with certified providers to provide the project evaluation, counseling/therapy and case management to students and families who are referred for services by the CARES Counselors. The State of Florida's process for choosing contracted persons will be followed.

Construction: Year 1 = \$0; Year 2 = \$0; year 3 = \$0

Other: Year 1 = \$4000.00; Year 2 = \$ 2000.00; Year 3 = \$0

Funding to print the Parent Resource Book; **Year 1 = 1,500 books at \$2.00 each = \$3,000.00**
Year 2 = 500 books at \$2.00 each =\$1,000.00; Year 3 = \$0

Funding to develop and print information pamphlets on the CARES Program. These pamphlets will be disbursed throughout the schools and community describing the program.

Year 1 = \$1000.00; Year 2 = \$1,000; Year 3 \$0

Training Stipends: Year 1 = \$3,000.00; Year 2 = \$1,000.00 Year 3 = \$0

Requested funding for stipends to be utilized by existing and new counselors for the purpose of training in the proposed curriculums/programs. Funding is also requested for teacher and parent in-service. **Year 1** request is \$3,000.00. Funding for teachers, counselors and parents

will be utilized in **Year 2** at \$1,000.00 to provide seminars, trainings, and workshops related to counseling research, issues and techniques. **Year 3** we are asking for no dollars.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Columbia County School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	177,080.00	182,392.00	187,864.00			547,336.00
2. Fringe Benefits	47,854.00	48,629.00	49,428.00			145,911.00
3. Travel	12,662.33	6,000.00	3,000.00			21,662.33
4. Equipment	17,283.00	5,000.00	4,000.00			26,283.00
5. Supplies	5,000.00	10,378.23	5,000.00			20,378.23
6. Contractual	120,000.00	131,059.00	137,131.95			388,190.95
7. Construction	0.00	0.00	0.00			0.00
8. Other	4,000.00	2,000.00	0.00			6,000.00
9. Total Direct Costs (lines 1-8)	383,879.33	385,458.23	386,423.95			1,155,761.51
10. Indirect Costs*	13,120.67	13,541.77	13,576.05			40,238.49
11. Training Stipends	3,000.00	1,000.00	0.00			4,000.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00			1,200,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2014 To: 10/01/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.55 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Columbia County School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Judy	L.	Tatem	

Address:

Street1:	372 West Duval Street
Street2:	
City:	Lake City
County:	Columbia
State:	FL: Florida
Zip Code:	32055-3990
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
386-755-8192	386-755-8191

Email Address:

tatemj@columbiak12.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.